

Drug Recognition Expert Instructor Development Course

Instructor Guide



February, 2017

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Instructor Guide

Drug Recognition Expert Instructor Development Course

*Save lives, prevent
injuries, reduce
vehicle-related
crashes*



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Drug Recognition Expert Instructor Development Course

Administrator Guide



February, 2017

Drug Recognition Expert Instructor Development Course

Instructor Guide

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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 Training 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 instructors to effectively teach and provide effective feedback to learners. The curriculum is designed to be participant-centered and instructor-led. Each participant will be actively involved in the learning process. The course will provide all participants with a foundation in effective instruction principles, effective learning environments, promoting participation and interaction, and delivering effective feedback. The course teaches participants how to incorporate creative training techniques to deliver interactive presentations using techniques and/or materials that reinforce learning.

Note: State-certified DRE instructors are recognized as SFST instructors and are approved to instruct the SFST program.

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 the 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 DRE IDC program for DRE instructors. 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
- Recommended by his/her agency

The first two days of this course focus on 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. During those two days, the participants become able to:

- Explain adult learning principles and their importance in conducting effective training
- Identify and describe the three Domains of Learning and give examples of each domain in the context of DWI enforcement
- Define and describe the four-step process of teaching and learning
- Discuss how to increase learning efficiency by involving learners more fully in the learning process
- Describe and 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
- 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
- Instruct DRE candidates on how to use the National DRE Tracking System or an approved State system

On the third and fourth days of the training, the participant will have opportunities to apply what they have learned. They will teach selected portions of the DRE School. The participants will be told of their practice teaching assignments on the first day of the course and they will have time in class on the first two days 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 DRE IDC. The lesson plans are organized into 11 sessions. The course content is intended to span 40 hours.

- Session 1: Introduction to DRE IDC (2 Hours)
- Session 2: Starting the Learning Conversation (2 Hours)
- Session 3: Effective Strategies in Learning and Instruction (2 Hours)
- Session 4: DRE Curriculum Package and Teaching Assignments (2 Hours)
- Session 5: Effective Feedback, Coaching, and Proficiencies (2 Hours)
- Session 6: Effectively Promoting Participation and Interaction (1 Hour)
- Session 7: Dealing with Training Challenges (1 Hour)
- Session 8: Developing and Using Training Aids (1 Hour, 30 Minutes)
- Session 9: Planning and Managing a Live Alcohol Workshop (1 Hour)
- Session 10: Guidelines for Conducting DRE Certification (3 Hours)
- Session 11: Course Review, Examination, Evaluation, and Wrap up (2 Hours, 30 Minutes)

Additional activities are included in the course schedule:

- Preparation for Practice Teaching (4 Hours)
- Participant Presentations and Feedback (12 Hours)
- Live Alcohol Workshop (4 Hours)

Drug Recognition Expert (DRE) 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 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 must 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 IDC training content. The Lead Instructor sets the tone for the course. They should have prior experience teaching the DRE IDC curriculum. The Lead Instructor should collaborate with the Course Manager to develop an agenda consistent with the DRE 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 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 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 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 teaching the DRE IDC is strongly recommended. The Course Manager shall provide faculty with copies of the Instructor and Participant DRE IDC guides.

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 the DRE IDC? Who can teach DRE instructors to teach? This person shall:

- be fully conversant with the principles and techniques of teaching as expressed in Sessions 2, 5, 6, and 7 of this course
- possess solid competence as an instructor
- be familiar with the subject matter of the DRE curriculum

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

It is recommended the participants have some prior training experience but it is not mandatory. Remember, the goal of the course is to develop effective trainers who will be able to instruct law enforcement officers on a regular basis.

In the DRE IDC, approved participants are 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. They must have successfully completed the NHTSA/IACP DEC Program. 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 DRE curriculum available through NHTSA and the IACP

MATERIALS

DRE IDC materials are available through the local State DRE Coordinator and also by accessing www.decp.org or through your 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 IDC Participant Manual
- DRE School PowerPoints
- DRE School Videos
- Digital copies of the DRE Pre-School 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
- Two or more easels/easel pads
- Colored markers
- Multiple sticky pads
- Pens
- Paper

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

COURSE

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

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

- Introduction and Overview
- Adult Learning Concepts
- DRE Curriculum Package
- Assignments for Practice Teaching
- Getting Ready for Teaching
- Techniques for Effective Classroom Presentations
- Guidelines for Conducting DRE Certification Training
- Guidelines for Planning and Managing an Alcohol Workshop

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 IDC

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

Optional Session I 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 of the training and reading the 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 from Session 7 during this time.

Immediately after reading the objectives, participants are put into small groups of (4 or 5) and asked to assess the training so far by critiquing what was good about the training and what needed to be improved. Each group will elect a spokesperson to report back to the group. Groups should identify 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

Session 2: Starting the Learning Conversation

Instructors should prepare a brief description of a time when he or she learned something important or exciting from an instructor/teacher in the past. Instructors will relate how they had a positive experience with the subject matter, the instructor, and with the learning environment in general. They will tell how this high-quality instruction made them feel and the benefits they received from it.

Also during this session, instructors will place participants in small groups and provide each group with a set of content-delivery cards for the Maximizing Efficiency of Learning Exercise. The cards are:

- Verbal Symbols Only
- Visual Symbols Only
- Visual Symbols with Verbal Symbols
- Visual Symbols with Verbal Symbols and Hands On Involvement
- Visual Symbols with Verbal Symbols and Hands On Involvement in a realistic setting

Groups should place the cards in order from least to most effective and efficient method of learning. Give examples for each method of learning.

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

- All participants took part in group exercises and class discussions to discover key concepts
- A game (or exercise) was conducted to assist with learning

Session 3: 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 speech 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

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 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: 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.

Session 6: Effectively Promoting Participation and Interaction

In this session, participants will learn about the differences between a lecturer and an instructor and will analyze the four skills of a good instructor. Participants will also learn about the three methods of questioning used in the DRE training. Participants will divide into small groups and provide short presentations that address problem solving, team teaching, dealing with distractions, and proper use of training aids.

Session 7: Dealing with Training Challenges

In this session, participants will learn how to properly deal with and address training challenges that they may encounter during the DRE training course. Participants will learn a three-step correction strategy and how to apply strategies when needed. Participants will also learn how to properly address environmental and equipment challenges and how to address problem situations in the class. Participants will apply these techniques and practices during an optional small-group activity during the session.

Session 8: 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 9: 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/SFST training. Properly conducting a live alcohol workshop requires advance planning tasks with necessary volunteers. Participants are reminded that live alcohol workshops enhance the participants' abilities to recognize signs of impairment and are strongly recommended by NHTSA/IACP. A critical learning activity takes place in Session 9 where participants learn how to manage and conduct a live alcohol workshop (controlled drinking lab). Participants 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 PRE-SCHOOL AND ONE DURING THE 7-DAY SCHOOL.

Session 10: 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 11: Course Review, Examination, Evaluation, and Wrap up

In this session, participants will review the course content in preparation for the final exam. Participants will take the exam. Course and instructor evaluations will also be provided. Participants must achieve a grade of at least 80% on the written examination. **ANY SESSIONS MISSED DURING EXCUSED ABSENCES MUST BE MADE UP.** Participants who fail to obtain an 80% on the written examination may be offered a remedial examination to be completed within 30 days. Participants who fail to obtain 80% on the remedial examination will need to repeat the course in its entirety. Participants cannot begin the instructor certification process until they have successfully completed the final examination.

Drug Recognition Expert Instructor Development Course (IDC) Agenda

- Session 1: Introduction to DRE IDC (2 Hours)
- Session 2: Starting the Learning Conversation (2 Hours)
- Session 3: Effective Strategies in Learning and Instruction (2 Hours)
- Session 4: DRE Curriculum Package and Teaching Assignments (2 Hours)
- Session 5: Effective Feedback, Coaching, and Proficiencies (2 Hours)
- Session 6: Effectively Promoting Participation and Interaction (1 Hour)
- Session 7: Dealing with Training Challenges (1 Hour)
- Session 8: Developing and Using Training Aids (1 Hour, 30 Minutes)
- Session 9: Planning and Managing a Live Alcohol Workshop (1 Hour)
- Session 10: Guidelines for Conducting DRE Certification Training (3 Hours)
- Session 11: Course Review, Examination, Evaluation, and Wrap up (2 Hours, 30 Minutes)

Additional activities are included in the course schedule:

- Preparation for Practice Teaching (4 Hours)
- Participant Presentations and Feedback (12 Hours)
- Alcohol Workshop (4 Hours)

Day 1

- 8:00-10:00 Session 1: Introduction to DRE Instructor Development Course
- 10:00-12:00 Session 2: Starting the Learning Conversation
- 12:00-1:00 Lunch
- 1:00-3:00 Session 3: Effective Strategies in Learning and Instruction
- 3:00-5:00 Session 4: The DRE Curriculum Package and Teaching Assignments

Day 2

- 8:00-10:00 Session 5: Effective Feedback, Coaching, and Proficiencies
- 10:00-11:00 Session 6: Effectively Promoting Participation and Interaction
- 11:00-12:00 Session 7: Dealing with Training Challenges
- 12:00-1:00 Lunch
- 1:00-2:30 Session 8: Developing and Using Training Aids
- 2:30-3:30 Session 9: Planning and Managing a Live Alcohol Workshop
- 3:30-5:00 Preparation for Practice Teaching

Day 3

- 8:00-10:30 Preparation for Practice Teaching (continued)
- 10:30-12:00 Participant Presentations and Feedback
- 12:00-1:00 Lunch
- 1:00-5:00 Participant Presentations and Feedback (continued)

Day 4

8:00–12:00 Participant Presentations and Feedback (continued)
12:00–1:00 Lunch
1:00–5:00 Practical Exercise: Alcohol Workshop

Day 5

8:00–10:30 Participant Presentations and Feedback (continued)
10:30–12:00 Session 9: Planning and Managing a Live Alcohol Workshop
12:00–1:00 Lunch
1:00–2:30 Session 10: Guidelines for Conducting DRE Certification Training
2:30–4:00 Course Review
4:00–4:30 Course Examination
4:30–5:00 Wrap-up and Course Evaluations

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

**Drug Recognition Expert Instructor Development Course (IDC)
Combined DRE/SFST Instructor Development Training Program
Sample Agenda**

Day 1

8:00 – 8:50 Session 1: Introduction and Overview (Combined Class)

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

8:50 – 9:00 Break

9:00 – 9:45 Session 2: Concepts of Adult Learning and Teaching (Combined Class)

- A. Differences and Similarities of Adults and Children
- B. Adult Learning
- C. Maximum Efficiency in Learning

9:45 – 10:00 Break

10:00 – 10:50 Session 2 (Continued)

- D. Domains of Learning
- E. Four-Step Process of Teaching and Learning
- F. The Student's Perspective

10:50 – 11:00 Break

11:00 – 11:30 Session 3: The DRE or SFST Curriculum Package

- A. Standard Curriculum Package for SFST/DRE Training

(Student instructors will utilize the curriculum package specific for their training course. The SFST Curriculum Package is located at the back of the DRE Instructor Development Instructor Manual. SFST and DRE student instructors can be instructed separately to accommodate the different curriculums. The basic curriculum design is identical.)

11:30 – 12:30 Lunch

12:30 – 1:50 Session 3 (Continued)

- B. How to Use Lesson Plans
- C. Purpose, Content, and Format of Lesson Plans
- D. Detail Review of the SFST/DRE School Lesson Plans

- 1:50 – 2:00 Break
- 2:00 – 3:30 Session 4: Assignments for Practice Teaching (Combined Class)
 - A. Assignments and Clarification
- 3:30 – 4:30 Independent Review

Day 2

- 8:00 – 9:30 Session 5: Teaching Preparation Techniques (Combined Class)
 - A. Qualities of a Good Instructor
 - B. Instructor Preparation Tasks
 - C. Effective Speaking
- 9:30 – 9:45 Break
- 9:45 – 11:30 Session 6: Techniques for Effective Classroom Presentation (Combined Class)
 - A. Handling Challenging Situation
 - B. Effective Questioning Techniques
 - C. Guidelines for Team Teaching
 - D. Creativity in Training
- 11:30 – 12:30 Lunch
- 12:30 – 1:30 Session 6 (Continued)
 - E. Developing and Using Training Aids in the Classroom
 - F. Using Transparencies/Slides
 - G. Using Wall Charts
 - H. Guidelines for Use of Transparencies, Slides, and Easel/Easel Pads
- 1:30 – 1:40 Break
- 1:40 – 3:00 Session 7: Guidelines for Planning and Managing a Live Alcohol Workshop (Combined Class)
 - A. Advanced Planning Tasks
 - B. Effectively Preparing the Volunteer Drinkers
 - C. Controlling the Alcohol Workshop
- 3:00 – 3:15 Break
- 3:15 – 4:30 Independent Review

Day 3

8:00 – 4:30 Practice Teaching Exercise – First Session (Combined Class)
SFST instructors will present SFST course materials and DRE instructors will present DRE course materials.

Day 4

8:00 – 4:30 Practice Teaching Exercise – Second Session (Combined Class)
SFST instructors will present SFST course materials and DRE instructors will present DRE course materials.

Day 5

8:00 – 9:30 Session 8: Guidelines for Skill Demonstrations and Hands On (Combined Class)
A. Skill Demonstrations Guidelines
B. Demonstrations of a Demonstration
C. Hands On Practice Guidelines
D. Procedures for Critiquing

9:30 – 9:45 Break

SFST Student Instructors (Separate Class)

9:45 – 10:15 Session 9: Guidelines for Conducting Video Options for SFST Training
A. Overview
B. Classroom Procedures Using the Videos
C. Use and Maintenance of the SFST Field Arrest Log

10:15 – 10:30 Break

10:30 – 12:00 Session 10: Training Summary and Conclusion
A. SFST Proficiencies (Optional)
B. Final Exam
C. Closing Remarks
D. Course Completion Certificates
E. Critiques

DRE Student Instructors (Separate Class)

9:30 – 10:30 Session 9: Guide for Conducting Certification Training
A. Requirements for DRE Certification
B. Procedures for Meeting Certification Requirements

10:30 – 10:45 Break

10:45 – 11:30 Session 9 (Continued)

- C. Practice Sessions During Certification Training
- D. Evaluating and Documenting Students' Progress

11:30 – 12:30 Lunch

12:30 – 1:45 Session 9 (Continued)

- E. Identifying and Correcting Learning Deficiencies
- F. Administering and Evaluating the Certification Knowledge Exam
- G. Signing Off on Student's Certification Progress Logs

1:45 – 2:00 Break

2:00 – 3:00 Session 10: Training Summary and Conclusion

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

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.

APPENDIX B – 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 C – 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
--------------------	--------------------------

APPENDIX D – Impromptu DRE Cards for 1-Minute Talk

Impromptu DRE Cards for 1-Minute Talk

Divided Attention	Nystagmus
Impairment	Alcohol (Ethanol)
Blood Alcohol Concentration (BAC)	General Deterrence
Psychophysical Testing	General Indicators

"D.I.D" Drugs	Pupillometer
Systematic and Standardized	Rolling Log
Cannabis	Major Indicators
CNS Depressants	CNS Stimulants

Officer Safety	Alcohol Workshop
Case Law	Interview of the Arresting Officer
Darkroom Examination	Blood Pressure
DRE Average Ranges	Dick Studdard

APPENDIX E – DRE Student Instructor Assignment Sheet

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		
13.	7-Day Session 3 – Segment A	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, B, 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.

APPENDIX F – DRE 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? ☐	1. PowerPoint ☐
2. Objective: Did the student cover the objectives? ☐	2. Graphics ☐
3. Organization: Did the student's presentation follow a logical order? ☐	3. Handouts ☐
4. Knowledge of Subject: Was there an apparent knowledge of the subject? ☐	4. Video/Audio ☐
5. Creativity: Did the student create any material to enhance learning? ☐	5. Charts/Graphs ☐
6. Research: Were the materials used beyond what was given to the student? ☐	6. Other ☐
Must have a minimum of 1 check	
(Required)	
PRESENTATION - Must have a minimum of 4 checks	
1. Introduction: Did the student introduce him/herself? ☐	
2. Delivered the Course Content: Did the student deliver the intended course content? ☐	
(Required)	
3. Stayed on Topic: Was the presentation about the topic? ☐	
4. Good Voice Skill: Was the presenter able to project and speak clearly? ☐	
5. Good Verbal Skill: Did the presenter speak at the level of the class? ☐	
6. Smooth Closing/Transition: Did the presenter bring the subject to a logical conclusion? ☐	
COACHING/FEEDBACK – Must have a minimum of 1 check	
1. Involved Class: Did the presenter involve the class? (Required) ☐	
2. Gave Positive Feedback: Did the presenter acknowledge correct answers from the class? ☐	

Rater's Signature _____

APPENDIX G – 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

APPENDIX H – Participant Drinker Guidelines

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 I – Volunteer 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 ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
Max Deviation	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
Angle of Onset			
Pupil Size	MM	MM	MM
Pulse	BPM	BPM	BPM
Blood Pressure	/	/	/
BAC/Time	/	/	/

APPENDIX J – Instructor and Course Evaluation
DRE 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
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. Comments: _____ _____	O	O	O	O	O
7. The demonstrations in this course helped me to understand the knowledge and skills being taught. Comments: _____ _____	O	O	O	O	O
8. I am confident I will be able to integrate what I learned in this course to be an effective instructor. Comments: _____ _____	O	O	O	O	O
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. Comments: _____ _____	O	O	O	O	O
10. This course helped me better understand and be more familiar with the curricula. Comments: _____ _____	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

List of State and Territorial Highway Safety Offices:

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

National Sobriety Testing Resource Center for obtaining SFST materials:

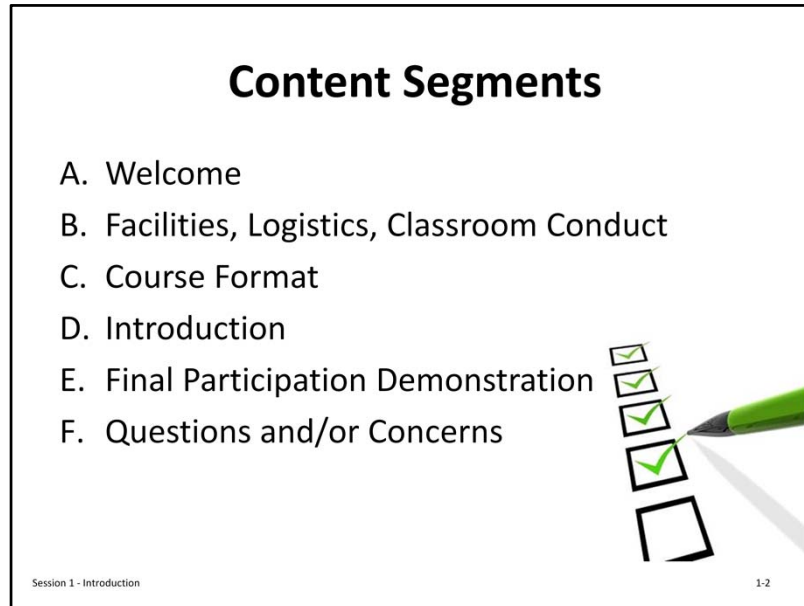
<https://dredata.nhtsa.gov>

IACP Drug Evaluation and Classification Program:

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

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	Drug Recognition Expert Instructor Development Course
Session 1 – Introduction	
  	February, 2017



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

Estimated time for Session 1: 2 Hours (depending on class size)

Session Objectives

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

Contents

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

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) | |

Instructional Notes are presented in bold italic throughout the sessions.



A. WELCOME

Optional Exercise: Instructors may want to utilize the optional exercise contained within the Administrator Guide for this session.

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

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

Session 1: Introduction

Estimated time for Session 1: 2 Hours

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)***

Session Objectives

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



Session 1 - Introduction

1-4

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.

Course Goals and Objectives

- Learning strategies and training effectiveness
- Facilitation skills
- Effective questioning skills
- Effective strategies for handling common problem situations
- NHTSA/IACP DRE lesson plans
- Training aids

Session 1 - Introduction

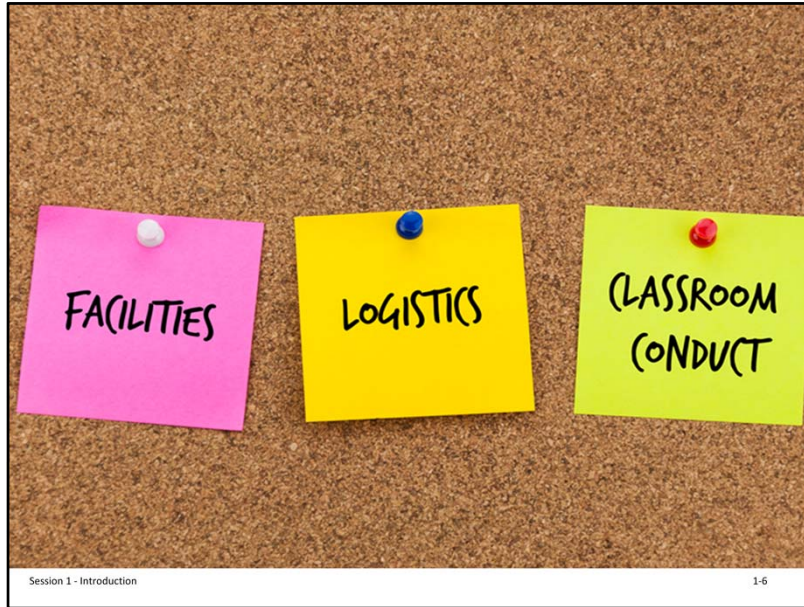
1-5

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



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 participant 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.

Course Etiquette

- Be respectful
- No disparaging remarks
- Be on time
- No internet or personal business
- Cell phone 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 in vibrate mode and do the same to yours.

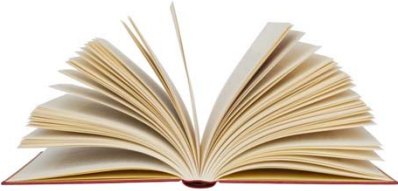
Tell participants that participation in class discussion is encouraged.

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
-
-
-

Course Format

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



Session 1 - Introduction 1-8

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.

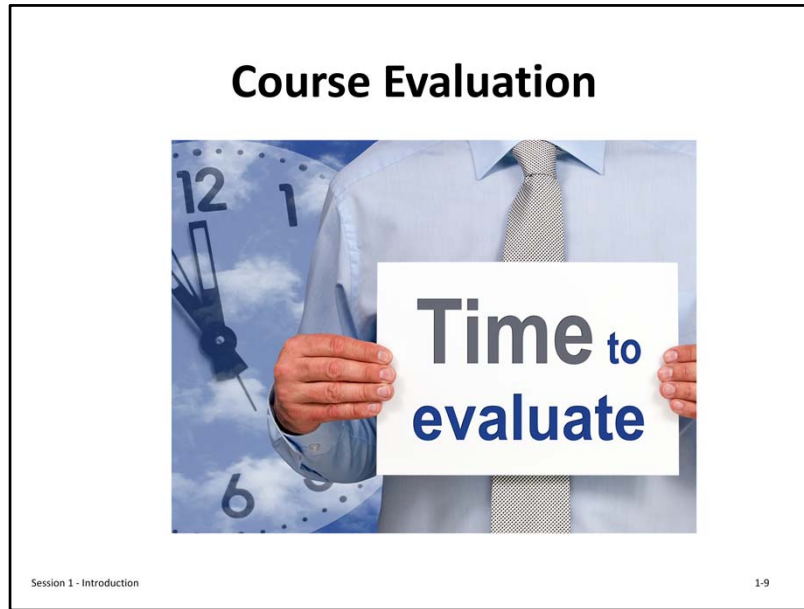
- ***This course is participant-dependent, which means active participation is required. Give the participants a sense of responsibility for the process.***
- ***Interactive teaching methods will be used, including facilitated group discussions, games, and activities.***

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 Enforcement (ARIDE) training curriculum.

Course Format

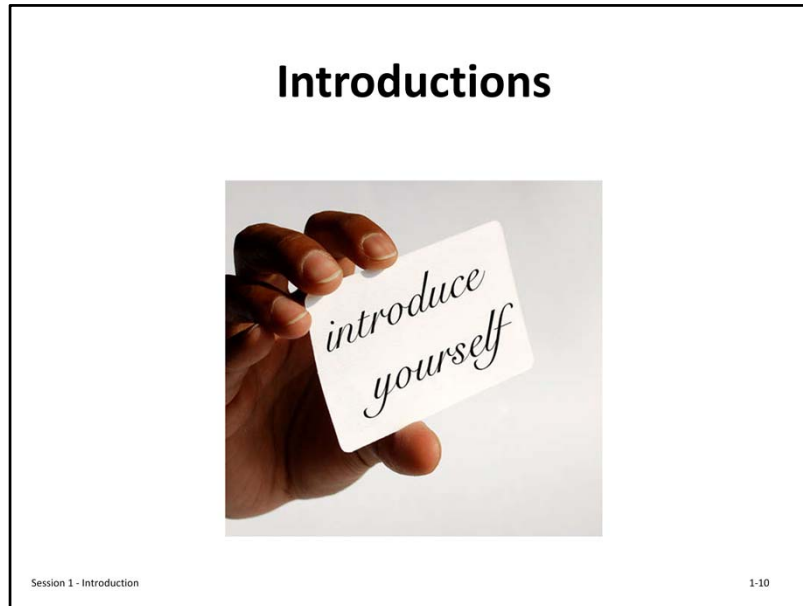
- Schedule and agenda
- Breaks
- Lunch
- Evaluations
- Final DRE IDC Exam



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

Optional Exercise (Only discuss this if the optional exercise on page 1 was used.)

- ***Break participants into small groups (4 or 5). Ask each group to critique what was good about opening the class and what needed improvement. Each group will select a spokesperson to report back to the class.***
- ***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 regarding their group's observations of the exercise***



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 an 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 easels/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 windowpane 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)

Session 1 - Introduction 1-11

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).



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.



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 IDC written examination (scoring an 80% or better).

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

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



F. QUESTIONS AND/OR CONCERNS

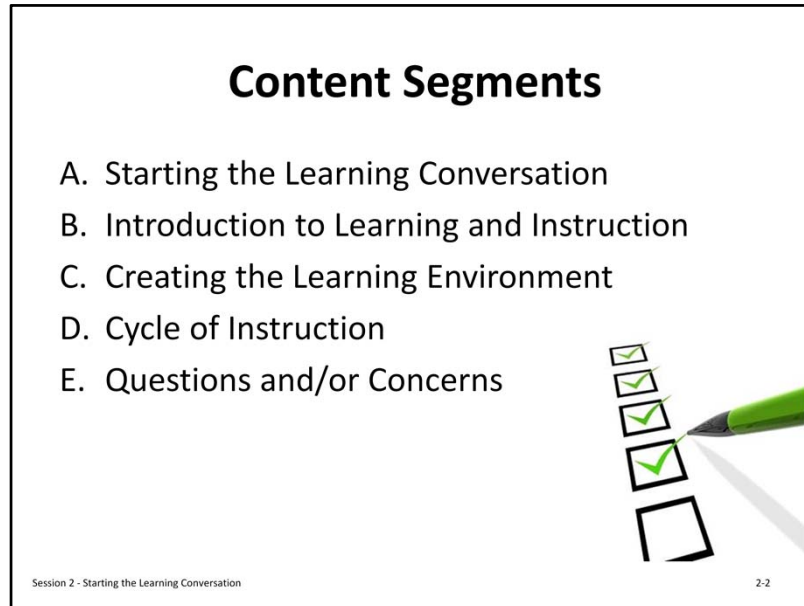
Inquire if any participants have any questions or concerns.

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

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

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

	Drug Recognition Expert Instructor Development Course
Session 2 – Starting the Learning Conversation	
  	February, 2017



Session 2: Starting the Learning Conversation

Estimated time for Session 2: 2 Hours (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides
Easel/Easel Pad
Markers
Content delivery cards (for each group)
Copy of Cycle of Instruction Chart (wall size recommended)
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Session 2: Starting a Learning Conversation

Estimated time for Session 2: 2 Hours

Materials:

Presentation slides

Easel/Easel Pad

Markers

Content-delivery cards (for group activity)

Copy of Cycle of Instruction chart (wall size recommended)

Computer speakers (for embedded videos)

Session Objectives

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



Session 2 - Starting the Learning Conversation

2-4

Session Objectives

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

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



A. STARTING THE LEARNING CONVERSATION

Complete the steps in this Session to prepare participants and activate their prior learning.

Step 1: Give a brief example of a time when you (the instructor) learned something very important or exciting from an instructor/teacher in the past. You should relate your positive experience with the subject matter, the instructor, and with the learning environment in general. Tell how this high-quality instruction made you feel and the benefits you received from it.

Step 2: Explain in this session, participants will learn key information about the nature of learning and the Cycle of Instruction to help them design and deliver the kind of high-quality instruction they experienced in the example you just shared.

Step 3: Tell the participants they will achieve the following learning objectives by the end of this session:

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

Starting the Learning Conversation



Session 2 - Starting the Learning Conversation

2-6

Step 4: Invite the participants to prepare for the rest of the Session by forming a partnership with one (or two) other people. Explain to the participants they will work with their partners to complete a number of tasks in this Session.

Step 5: Each pair will briefly share an example like the one you just shared. In the next five minutes, they should each take turns sharing their own example by doing the following:

Team Activity

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

Step 6: After four minutes or so have passed, or when the conversations start to wind down, invite the participants to conclude their examples in the next minute.

Step 7: After they have concluded sharing their examples, invite them to prepare for the next learning activity in this Session by getting out a single sheet of paper and a pen or pencil.

Ask the participants to close their manuals in preparation for the next activity.



B. INTRODUCTION TO LEARNING AND INSTRUCTION

Discussion Questions: Ask participants to keep their manuals closed and not refer to them during this activity. They need to do this in order to generate true responses, as opposed to reciting what they see in the manual.

Once manuals are closed, ask participants to reflect on the example they just shared with their partner and think about how they know they really “learned” something from the experience. What kind of evidence or proof could they provide to someone to convince the person “learning” actually occurred?

Invite the participants to take two minutes to write down how they would define the word “learning.” Their definitions should be applicable to the type of “learning” that occurred in the example they shared.

Instruct the participants take two minutes to discuss their respective definitions with their partner. If the definitions are the same, have them discuss some reasons why they think the definition is applicable to both of their experiences. If the definitions are different, see if they can work together to come up with a new definition they both can agree with.

Engage the participants in a group discussion in which the group responds to the question: “What is learning?”

Possible responses:

- ***Facts, ideas, concepts, etc.***
- ***Ability to do something***
- ***Ability to apply knowledge***
- ***Ability to comprehend what is being taught***

Learning

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



Session 2 - Starting the Learning Conversation 2-8

Did their conversation change their mind about what learning is? Document responses.

After the discussion, have the participants rewrite their definition of “learning.”

Explain you will now talk about one possible definition of learning, which is not the only correct definition, but one they may find very useful.

Definition of “Learning.” Read the definition of learning and display the definition slide.

What is learning?

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

At its core, the learning process is about **Change**.

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

State “At its core, the learning process is about change. Learning is a natural process through which lasting physical changes are made to the human brain and nervous system resulting in new knowledge, skills, and attitudes.”

Explain together we will build upon this definition of “learning” to see if we can generate a definition of the word “instruction.”



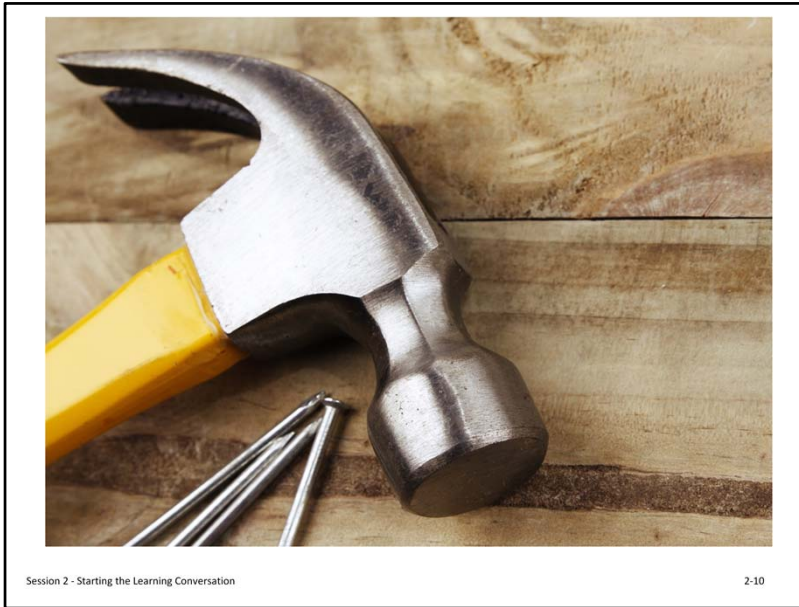
Domains of Learning

The three DOMAINS OF LEARNING are:

- Cognitive Domain
- Psychomotor Domain
- Affective Domain

Every job requires learning in all three Domains and involves:

- Knowledge
- Skills
- Attitude



Ask the participants what knowledge is required in order to hammer a nail into a piece of wood.

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

You won't do a very good job of driving the nail into the wood if you can't perform the simple skill of swinging the hammer so it hits the nail squarely.

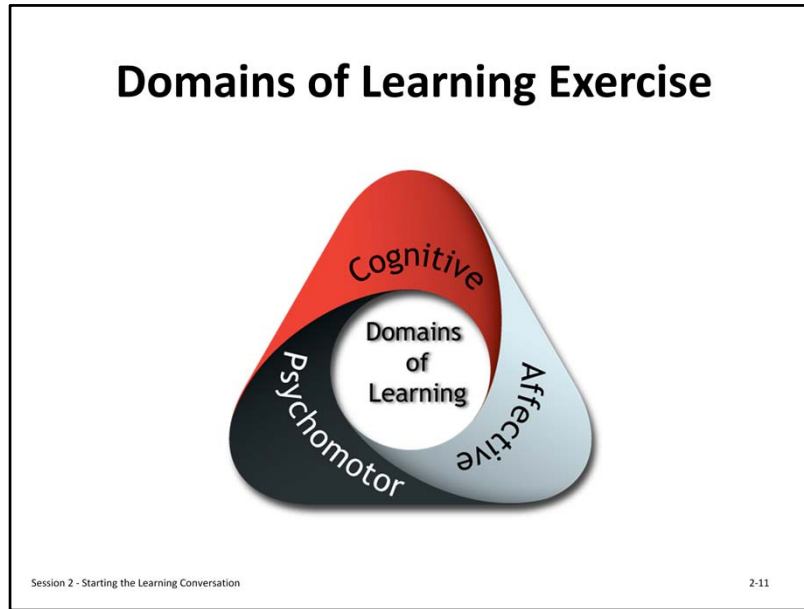
Every job, no matter how simple, requires the job performer be able to carry out some type of skills. If you don't have some skills, you won't perform the job well.

If you don't care whether the nail goes into the wood straight, you will probably do a poor job of driving the nail.

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

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

DRE's need special knowledge, special skills, and special attitudes to be proficient at what they do. DRE instructors must also have special knowledge, skills, and attitudes to impart their instructing abilities to others.



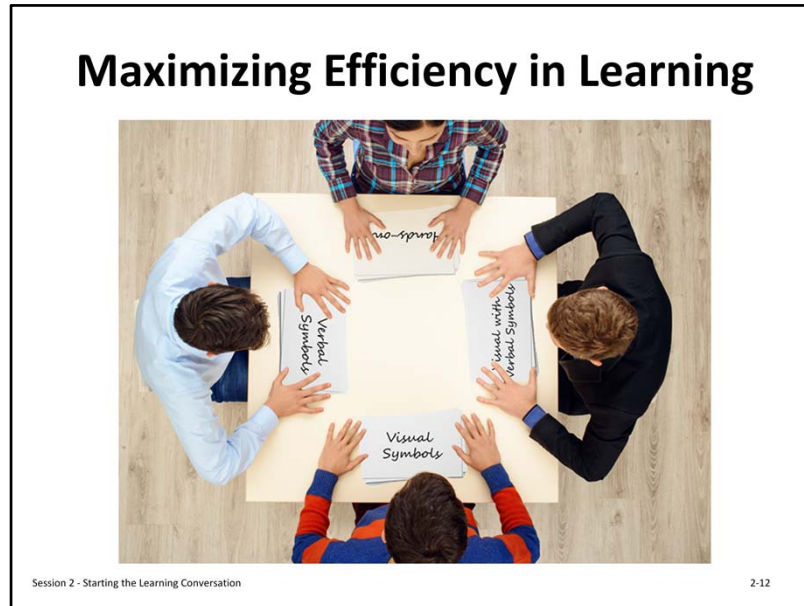
Group Exercise

Divide the participants into three groups: 1) Cognitive Group, 2) Psychomotor Group, and 3) Affective Group. Ask each group to identify what a good DWI enforcement officer must have (Knowledge, Skills, and Attitudes) in order to be effective. Allow the groups 5 minutes to write down their ideas. Allow 1-2 minutes per group to present their findings to the class.

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

- ***All participants took part in group exercises and class discussions to discover key concepts***
- ***An exercise was conducted to assist with learning***
- ***Most participants presented in front of the class***

Remind the participants, as instructors we can appeal to all three dominant senses in learning by using a combination of verbal, visual, and hands-on training methods.



Group Exercise: Assign participants into groups of four. Each group should be given a set of Content Delivery cards with categories of learning. Examples of the cards are listed in the Appendices. For example, one card says “Verbal Symbols,” another says “Verbal and Visual Symbols,” and so on. Groups are asked to place the cards in order from least to most effective method of learning. Examples of each method should be provided by the instructor. Allow participants two to three minutes to prioritize the cards.

Discussion: Have each group explain their prioritization.

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

- All participants took part in group exercises and class discussions to discover key concepts
- A game (or exercise) was conducted to assist with learning
- Most participants presented in front of the class



Ask the participants to take two minutes to write their own definition of the word “instruction.” Their definitions should be applicable to the type of instruction that occurred in the example they shared previously.

Instruct participants to take several minutes to discuss their respective definitions with their partner. If the definitions are the same, discuss the reasons why they think the definition is applicable to both of your experiences. If the definitions are different, see if they can work together to come up with a new definition they both agree with.

Engage the participants in a group discussion in which the group responds to the question: “What is instruction?”

Document responses on a flip chart or dry erase board. Guide the participants toward these responses:

- ***First, instruction is a conversation***
- ***Second, instruction involves two or more agents (e.g., participant and instructor)***
- ***Third, the purpose of instruction is to promote learning (change)***

Instruct the participants to rewrite their definition of instruction then introduce the following definition of instruction. (Again, this is not the only correct definition, but it is one they may find very useful).

What is instruction?

Definition: A conversational process engaged in by mutual consent by two or more agents for the purpose of promoting learning by one or both of the agents.

Key Components of Instruction

- Conversation
- Two or more agents
- Promotes learning (change)



Session 2 - Starting the Learning Conversation

2-14

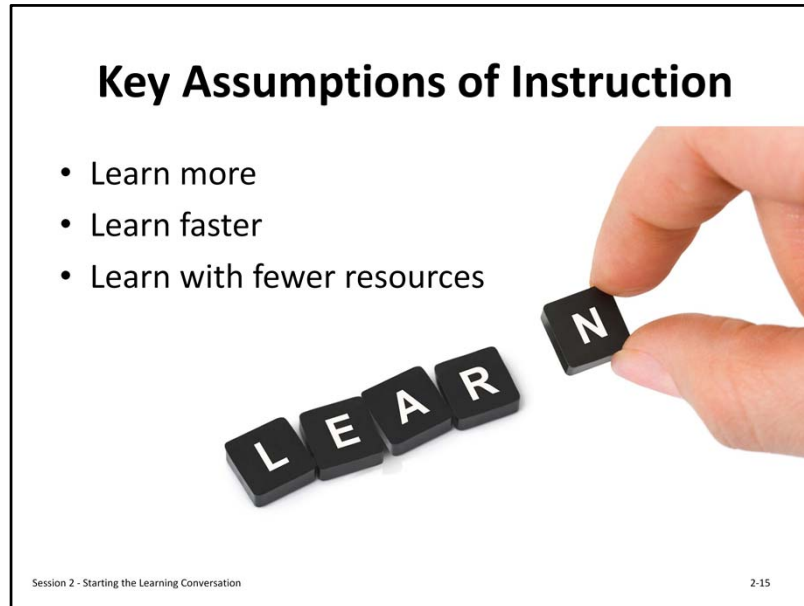
Ask the participants, based on the definition, what are the key components of instruction?

Review this definition and examine some of the key assumptions in it. Advise the participants this will help see why the definition may be useful as we design and develop instruction. Encourage the participants to fill in the blanks in their manuals.

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

The three key components in the definition of instruction are:

1. _____
2. _____
3. _____



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

- Learn more
- Learn faster
- Learn with fewer resources

Point out effective instruction can also help us do tasks correctly and avoid mistakes, which is extremely important when conducting SFSTs and DRE drug influence evaluations.

Key Assumptions of Instruction

- Instruction helps people:

Remember

Apply

Enjoy

Session 2 - Starting the Learning Conversation

2-16

In addition, instruction helps people by:

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

Ask participants about some other ways instruction helps people.

Suggested responses may include:

- ***Helps gain confidence***
- ***Allows them to help others***
- ***Rewarding***

Creating the Learning Environment



Session 2 - Starting the Learning Conversation

2-17

C. CREATING THE LEARNING ENVIRONMENT

Have the participants close their manuals and not refer to them during this activity. They need to do this in order to generate true responses as opposed to reciting what they see in the manual.

Take a minute to comment on the physical and psychological environment of the experience you (the instructor) shared at the beginning of this Session. Talk about what elements in the learning environment you think had the greatest impact on your learning and talk about how these elements affected your ability to learn.

Ask participants to reflect on the example they shared and think about the physical and psychological environment in which the learning occurred. Then ask them to take one minute to write down as much information as they can about the environment and the way it affected their ability to learn. After they've had some time to record their thoughts, invite them to briefly share what they've written.

Document responses on to easel/easel pad or dry erase board.

Take approximately 10 minutes to engage the whole group in a discussion about the learning environment. Begin by pointing out how training may not always occur in a traditional classroom setting. For example, when teaching a segment on darkroom examinations, the best training location would be a darkened room rather than a classroom. Explain instructors often need to adapt their instruction so it can be effective within various types of settings.



Solicit and document responses of impediments to a good learning environment, possible answers may include:

- ***An instructor who appears unprepared***
- ***Non-functioning equipment***
- ***An instructor who does not engage the participants***

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

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

The psychological environment may include elements to make it:

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

Learning Environment Activity



Session 2 - Starting the Learning Conversation

2-19

Learning Environment Activity

State you would like to explore one particular element of the learning environment—the seating arrangement—in a little more detail. Explain how in traditional classroom settings, the physical seating arrangement can have a big impact on the quality of the psychological environment.

If the participants are seated in rows (classroom style), ask them to re-arrange their seats or tables in groups. Explain how the new seating arrangement is more conducive to instruction (conversational, promoting change).

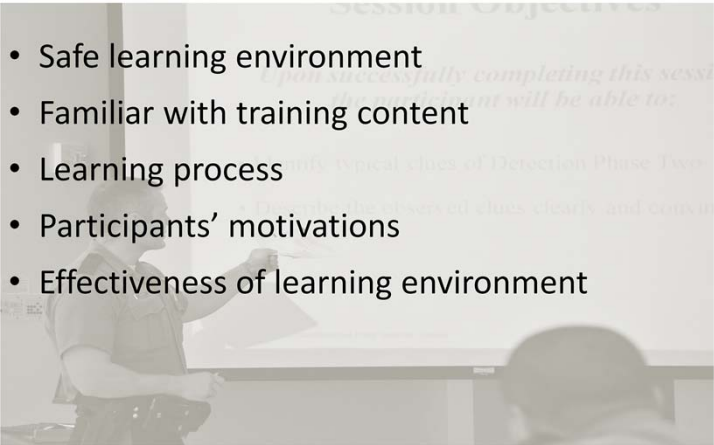
If the seats were pre-arranged in groups, explain to the participants why you made this choice.

Engage in a whole-group discussion in which participants consider the psychological impact of various seating arrangements and determine when they would be most appropriate, including:

- ***Fixed seating in rows (e.g., a computer lab or lecture hall) or traditional rows***
- ***Rows in a V-shape or facing two opposite directions***
- ***Multiple small-group circles or groups sitting around tables***
- ***One large circle with all participants able to see one another***
- ***Single small group circle of active participants surrounded by a larger group circle of observers***
- ***Partners side by side or facing each other***
- ***No seats at all—everyone stands and may move around the room***

Conclude by stating it is the instructor's responsibility to determine which seating arrangement will be most likely to facilitate a particular type of learning conversation. We will now explore some additional responsibilities of the instructor to set up an environment that is conducive to learning.

Instructor's Responsibilities



- Safe learning environment
- Familiar with training content
- Learning process
- Participants' motivations
- Effectiveness of learning environment

Session 2 - Starting the Learning Conversation

2-20

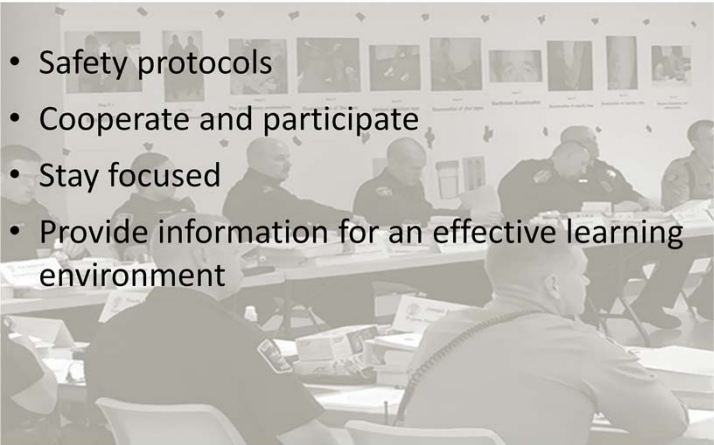
Discuss how an instructor's basic responsibility is to create a good learning environment.

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

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

Participant Responsibilities

- Safety protocols
- Cooperate and participate
- Stay focused
- Provide information for an effective learning environment



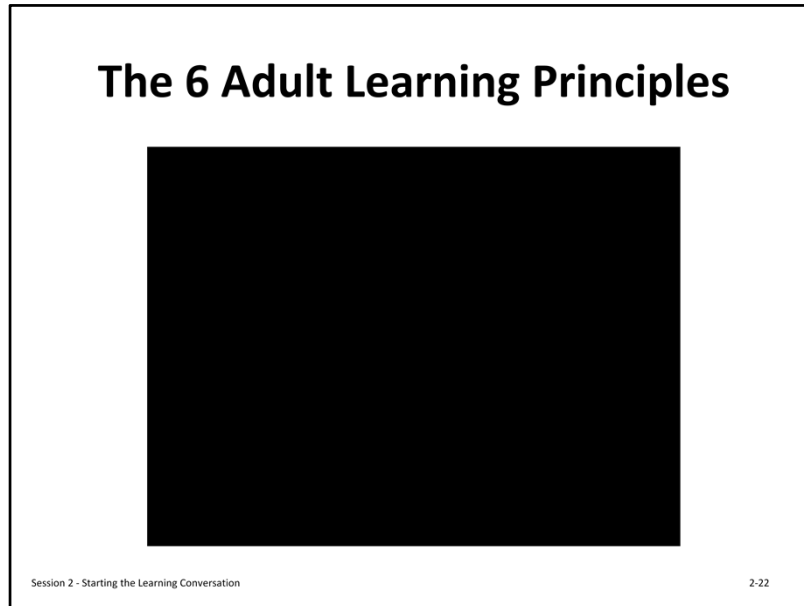
Session 2 - Starting the Learning Conversation 2-21

Discuss the participant’s basic responsibilities for creating an effective learning environment.

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

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

Engage in a discussion about any additional specific responsibilities the instructor and participants may have.



Click to play video (approx. 4 mins.) then proceed to the next slide.

Six Adult Learning Principles:

1. Adults are internally motivated and self-directed

2. Adults bring life experience and knowledge to learning experiences

3. Adults are goal-oriented

4. Adults are relevancy-oriented

5. Adults are practical

6. Adult learners like to be respected

Effective Instruction

May include:

- Focus
- Relate to past
- Relate to future
- Emphasize
- Permit
- Listen
- Encourage



Session 2 - Starting the Learning Conversation

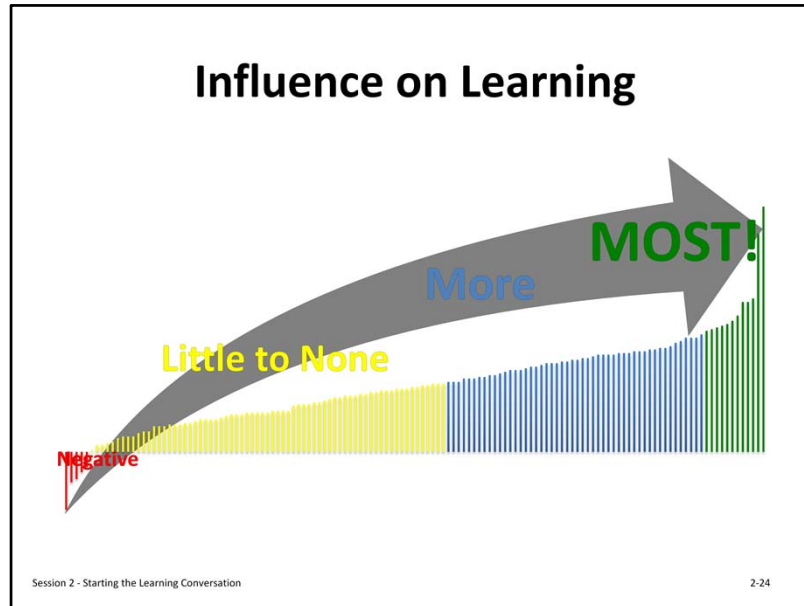
2-23

Explain all participants may have similar responsibilities.

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

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

In addition, there are some basic principles and instructional strategies instructors can follow to make the instruction more effective. In the next part of this Session, we will explore a basic cycle of instruction based on five key principles.



D. CYCLE OF INSTRUCTION

Explain the graphic in the slide represents the result of a research study on over 130 different factors that influence learning. As you can see, almost everything studied showed a positive effect on learning.

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

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

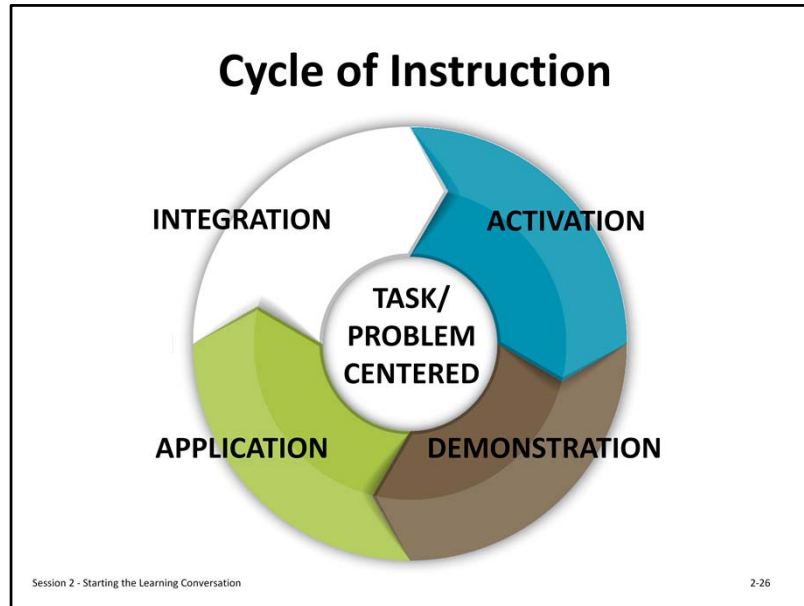


Explain the answer to “What works best?” is “It depends.”

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

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

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



Introduce the Cycle of Instruction by briefly explaining the following information.

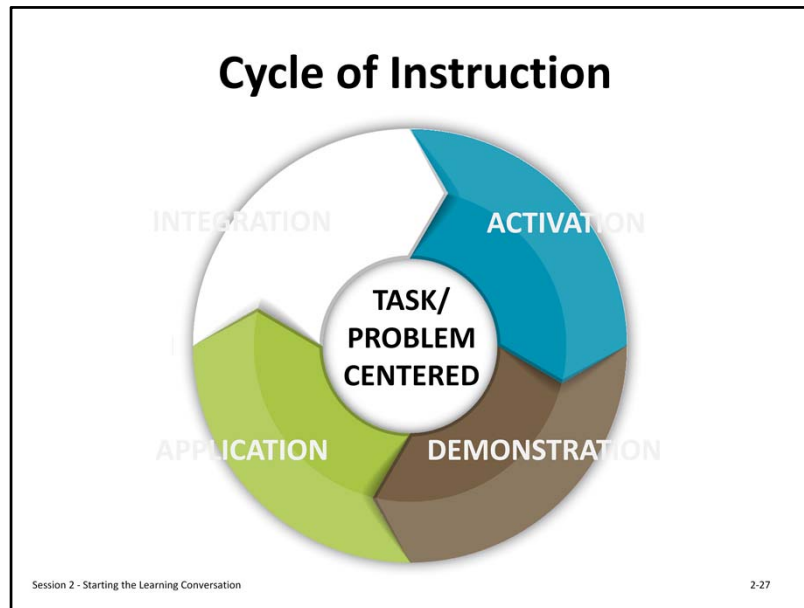
After a careful study of many different instructional design theories and after a thorough review of the research supporting these theories, most of the instructional design theories was found to have five principles in common. These “First Principles of Instruction” include:

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

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

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

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

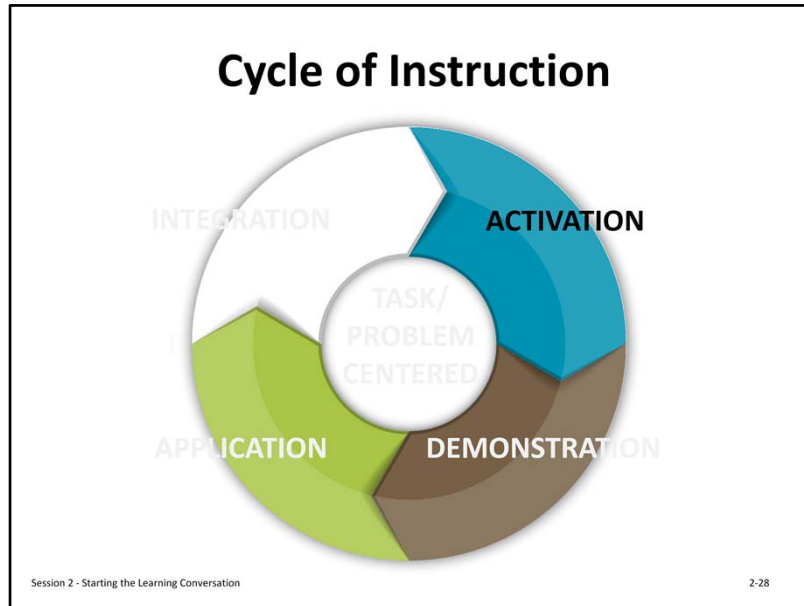


Provide the following information about the Problem-Centered Principle.

Example: In teaching the Drug Evaluation Process, the goal is to train the officers to follow the systematic and standardized procedures, verbal and physical tasks, each and every time they conduct an evaluation. A simple task in the Horizontal Gaze Nystagmus (HGN) test is to hold the stimulus 12 to 15 inches from the subject's nose. The task or problem is estimating the 12 to 15 inches.

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

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



Define the Activation Principle in your own words. Include these points:

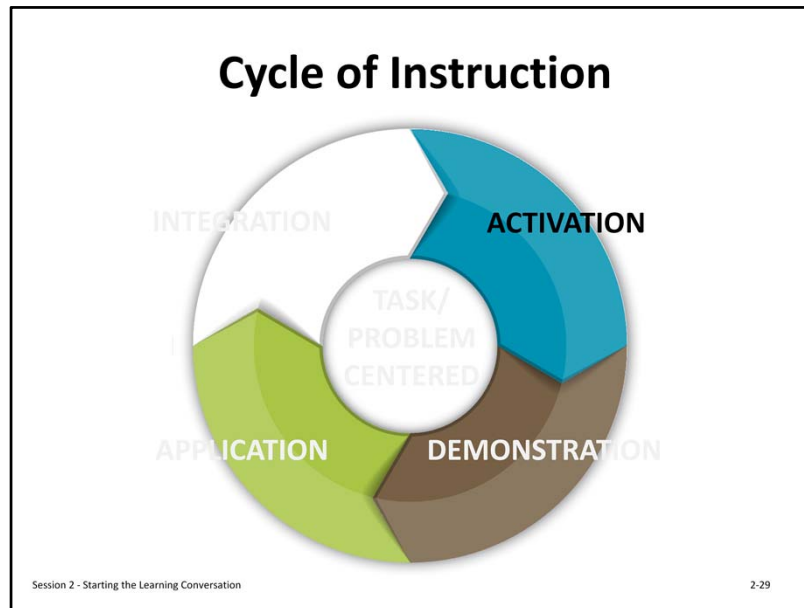
- ***In this phase, the participants answer the question “What do I already know about this task, problem, or goal?”***
- ***The participants activate relevant prior knowledge or personal experience related to the learning goal. This can be a story, video, demonstrative aid, or other tools.***

Provide the following example of the Activation Principle and document the participants’ answers:

Example: The first time an officer learns how to estimate 12 to 15 inches from the nose as needed in the HGN test. The instructor could activate prior knowledge of how to estimate 12 to 15 inches by asking for examples of other items that are 12 to 15 inches.

Answers may include:

- ***Length of a sheet of notebook paper***
- ***Length of a grade school ruler***

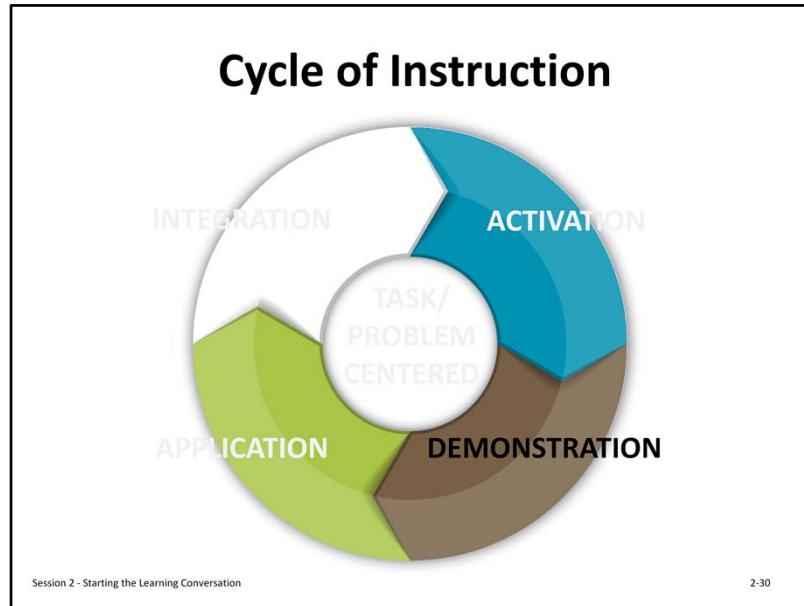


Explain the purpose of the activation principle. Include this point: This can be done by asking participants to recall or describe something they have previously learned

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

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

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



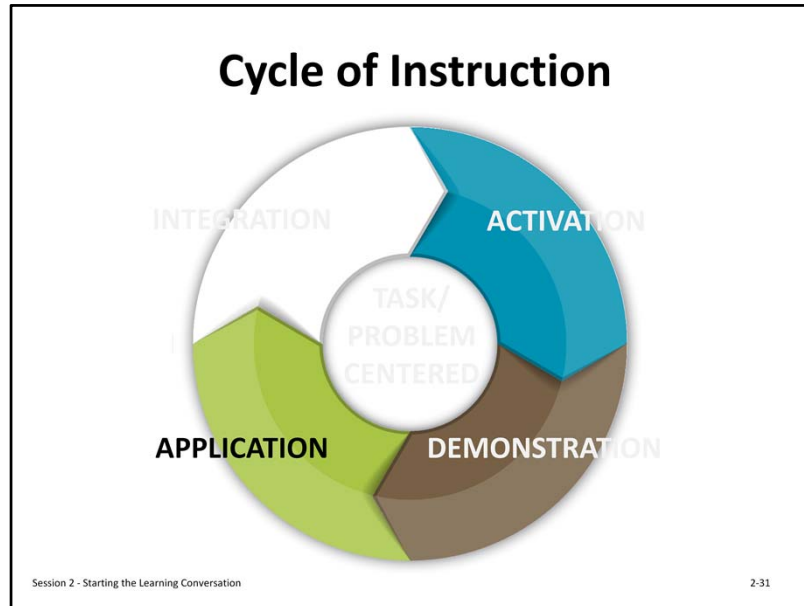
Define the Demonstration Principle in your own words. Include the points outlined in the Participant Manual. Provide an example of the Demonstration Principle. Ask a participant to assist you. Utilizing the HGN example from earlier, demonstrate the estimation of 12 to 15 inches by holding your finger in front of the participant's face as if administering the HGN test. Instructor should use a piece of paper and/or ruler to judge accuracy. Explain the purpose of the Demonstration Principle.

The purpose of the Demonstration Principle includes:

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

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

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



Define the Application Principle in your own words.

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

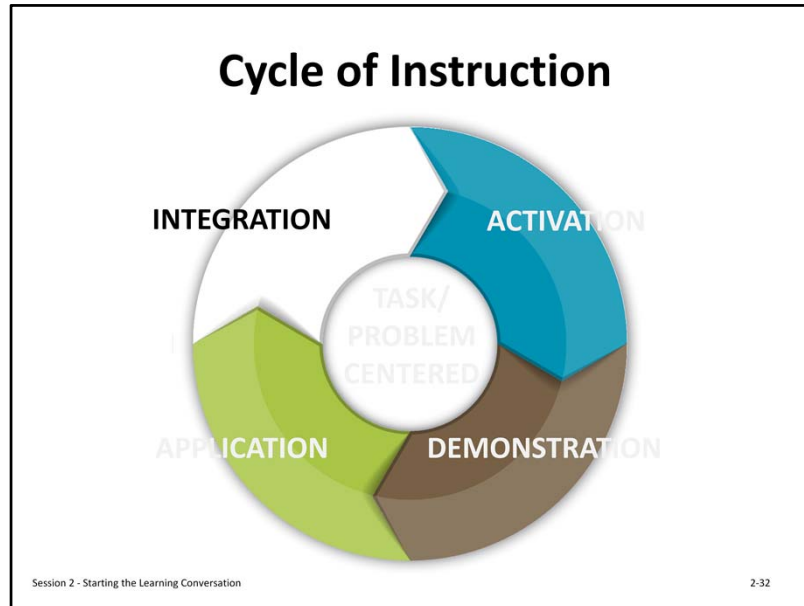
- The Application Principle states learning is promoted when participants must apply knowledge, skills, and attitudes to carry out similar tasks or solve similar problems
- Participants gain much more from this if they receive corrective feedback and coaching from the instructor
- They may also receive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

Provide an example of the Application Principle. Have all participants utilize the HGN example from earlier and practice estimating the distance of 12 to 15 inches as if they were administering the HGN test. They may use a piece of paper and/or ruler to judge accuracy as needed.

Explain the purpose of the Application Principle.

The purpose of the Application Principle includes the following points:

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



Define the Integration Principle in your own words.

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

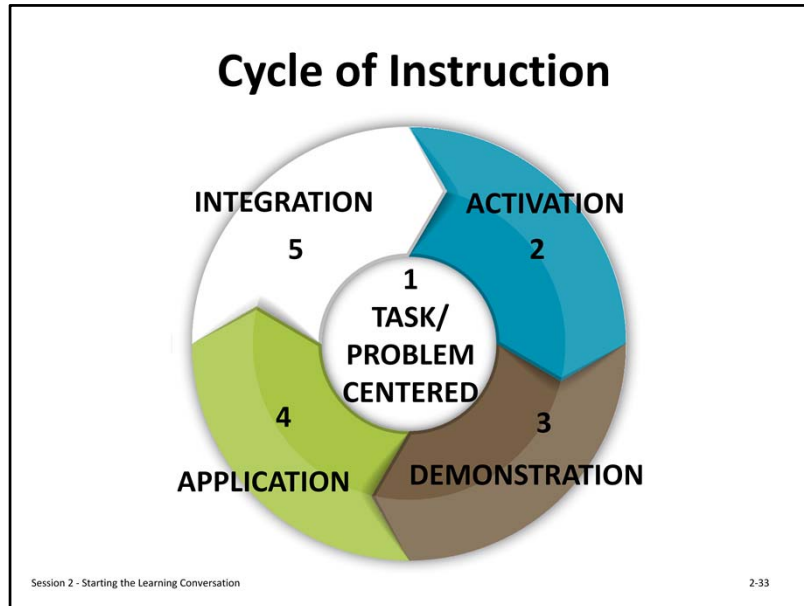
- Integration Principle states learning is promoted when the participant integrates their new knowledge, skills, or attitudes into their personal or professional lives in some meaningful way
- Peer discussions or critiques can provide opportunities to reflect on what they have learned and explore new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

Give an example of the Integration Principle. Explain one or two ways in which the participants will integrate their new skills in their professional work. Specifically include a discussion of how they will integrate estimating 12 to 15 inches as part of the administration of the HGN test. Ask the participants to come up with examples of how they may apply the same skills to other parts of their personal lives outside of the workplace.

Explain the purpose of the Integration Principle.

The purpose of the Integration Principle includes the following:

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



Provide a general summary of what has been covered in this Session. Emphasize the five principles may be used together to form a cycle of instruction in which participants engage in a Task or Problem as they advance from Activation to Demonstration to Application.

Instructor should mount on the wall a copy of the Cycle of Instruction Chart to be referenced throughout the remainder of the course.

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



E. QUESTIONS AND/OR CONCERNS

Give the participants an opportunity to ask questions. If appropriate, you may defer answering them until a later time in a one-on-one conversation.

After the summary and questions, ensure the Cycle of Instruction Chart (if used) is visibly placed on the wall to be referenced throughout the remainder of the course.

	Drug Recognition Expert Instructor Development Course
Session 3 – Effective Strategies in Learning and Instruction	
  	February, 2017

Content Segments

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



Session 3 – Effective Strategies in Learning and Instruction

3-2

Session 3: Effective Strategies in Learning and Instruction

Estimated time for Session 3: 2 Hours (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides

Easel/Easel Pad

Markers

Impromptu topic cards for 30-second talk; Impromptu DRE cards for 1-minute talk

Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Session 3: Effective Strategies in Learning and Instruction

Estimated time for Session 3: 2 Hours

Materials:

- ***Presentation slides***
- ***Easel/Easel Pad***
- ***Markers***
- ***Impromptu topic cards for 30-second talk***
- ***Impromptu DRE cards for 1-minute talk***
- ***Computer speakers (for embedded videos)***

Session Objectives

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



Session 3 – Effective Strategies in Learning and Instruction

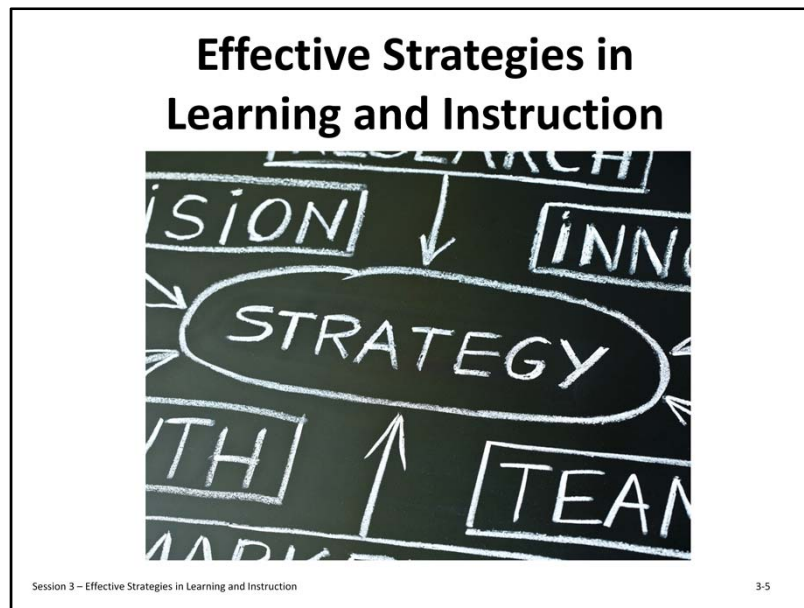
3-4

Session Objectives

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

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

Class activity: Each participant will present for approximately 30 seconds on an impromptu topic. Suggested topics are listed in the Appendices.



A. EFFECTIVE STRATEGIES IN LEARNING AND INSTRUCTION

Session 3: Effective Strategies in Learning and Instruction

Discussion Questions:

- ***Who has had a problem during or after a presentation where participants did not understand or retain it?***
- ***How about with a jury? How many people have had a juror say the jury would have convicted the defendant if you had testified to certain evidence when you knew you actually did?***
- ***If either of these things has happened to you, have you ever been able to determine why?***

Explain participants must apply effective strategies in learning and instruction based on their learners' background and level of experience.

Instructors should reference and point out where the following strategies fit within the Cycle of Instruction. The strategy may be used in more than one of the stages of the cycle.

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

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



B. PRIMACY

Activity: Primacy. Call out a list of 10 major cities from around the world (tell the participants to not write down the list.) For example:

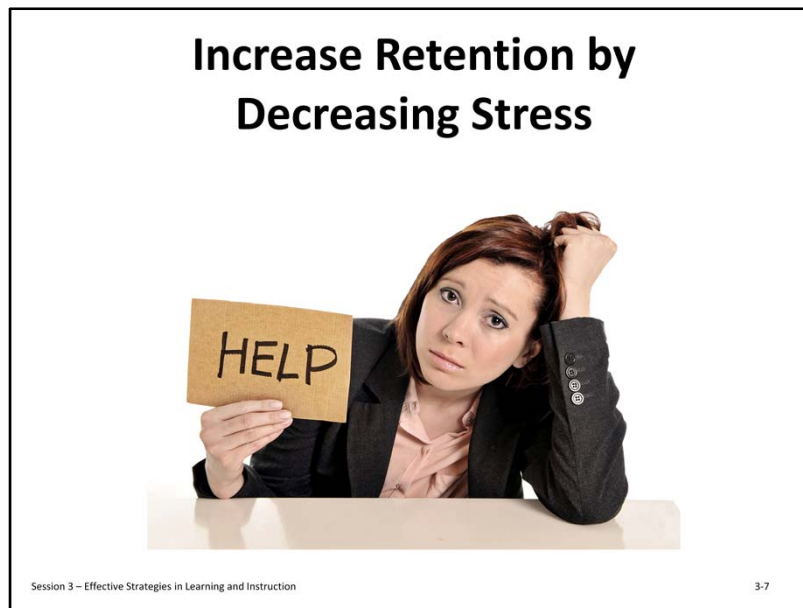
- | | |
|-------------|---------------------|
| 1. Paris | 6. Washington, D.C. |
| 2. New York | 7. Athens |
| 3. Rome | 8. Tel Aviv |
| 4. Berlin | 9. Moscow |
| 5. London | 10. Hong Kong |

Ask the participants what the first city you mentioned was. Ask them what the third city was. Ask them what the last city was. Most people will remember the first and the last city because people usually remember best the first and last things they hear.

Discussion: Point out many people begin presentations with boring announcements and/or self-introductions. Ask them if they think this is a good strategy in light of the value of primacy.

Remind the participants the strongest point in your presentation should be given first.

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



C. INCREASE RETENTION BY DECREASING STRESS

Advise the participants people have difficulty making decisions or learning when they feel uncomfortable or stressed. Ask participants to give examples of a stressful situation that led to difficulty in learning or making a decision.

Note: The instructor should identify where this strategy fits within the Cycle of Instruction. Decreasing stress is a very effective strategy during the Activation stage in the Cycle of Instruction. Use the Activation principle by telling a story of when you learned to drive. Include a description of the stress of learning to drive a car for the first time. Did the instructor (or parent) increase or decrease your stress? How did it affect learning?

Emphasize instructors must continually work to reduce their participants' stress if they want their participants to learn.

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

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

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

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



D. PAINT A PICTURE

Discussion: Ask the class what they see when you say intoxicated. Ask similar questions using relevant geographical examples such sports teams or landmarks that resonate with your audience. Animals also work well. Emphasize pictures are an effective learning strategy. Other senses may be incorporated into this segment i.e., sound, smell, taste ,and touch.

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

For example, a picture of injection sites may resonate better with the participant than the words “injection sites” alone. Putting the two together simultaneously can make the learning event even stronger in the brain.

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

Discussion: Just because vision is so important does not mean it should be the only channel of your message. Discuss with the participants the advantages and disadvantages of visuals. The instructor should identify where this strategy may be used within the Cycle of Instruction. Painting a picture is a very effective strategy during the Demonstration stage in the Cycle of Instruction.



E. REPETITION

Discuss repetition with the class.

Repetition Activity: Hand out a piece of paper with questions below on it. Allow the participants time to answer. Tell them the answers. Instructor will then give the participants the quiz again within 1.5 hours to 2 hours later in the course.

Question #1: What was President Lincoln's middle name? **Answer: No middle name**

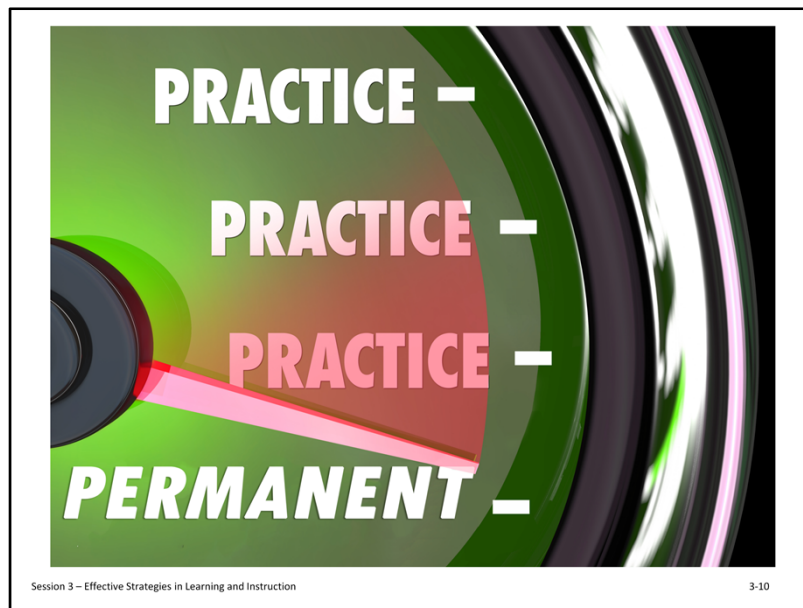
Question #2: What was the first product to have a bar code? **Answer: Wrigley's gum**

Question #3: What is a group of frogs called? **Answer: Army**

Question #4: What is the plastic cover at the end of a shoelace called? **Answer: Aglet**

Emphasize simply repeating something six times is not an effective technique. You must find different ways to repeat, present, and emphasize the information to increase retention. Some effective repetition tools are quizzes, tests, practice exercises, flash cards, corrective feedback, etc.

An example may be the process by which we recall the name of a new acquaintance. At the time of introduction, we may repeat their name internally or externally in hopes of assigning it to our memory. When we have to recall the name at a later time, we may have forgotten it. The name will then have to be repeated to enable us to encode it into long-term memory.

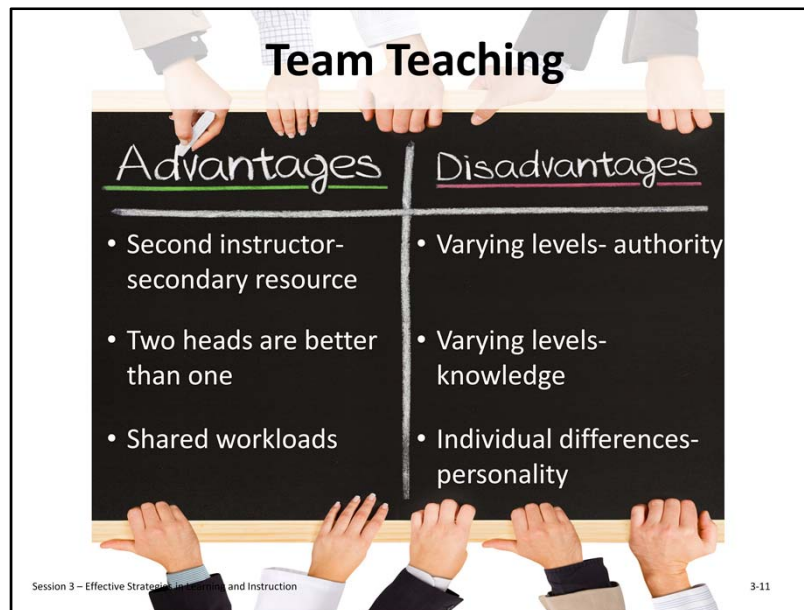


Repetition at specifically-timed intervals is best for learning. A great deal of research shows thinking or talking about an event immediately after it has occurred enhances memory for that event.

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

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Accurate repetition is a very effective strategy during the Integration segment in the Cycle of Instruction.

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



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

There are advantages and disadvantages to team teaching:

Advantages

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

Disadvantages

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

Instructor Roles in Team Teaching

- Positive interpersonal relationship between instructors
- Respect each other's experience levels

Address differences outside of the classroom.

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



Team Teaching Techniques

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

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

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



F. 10-MINUTE RULE

Discuss the 10-minute rule with the participants.

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

For example:

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

Remember the 10-minute rule:

- ***Maximum concentration is 10 minutes***
- ***Break presentation into short segments***
- ***Remember primacy and recency***

Reflect for a moment on how the media uses the ten-minute rule.

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Timing is a very effective strategy during the Activation and Demonstration stages in the Cycle of Instruction.



G. COLOR

Discussion: Call out a color. Ask the participants to tell you what that color means to them.

Document responses, typical answers will include:

- ***Red: power, fun, danger***
- ***Green: money, growth***
- ***Blue: loyalty, tranquility, water, cool***
- ***Gold: riches, royalty***
- ***Brown: earthy, grounded***

Note this could be different based on the participant's cultural background. For example, in Eastern cultures red may symbolize prosperity or good fortune, in India red is the color of purity. Emphasize how their color choice may make people feel a certain way or remember certain information. Explain their choice of color should appropriately reflect the value or point they are attempting to convey.

Note if you had an instructor fill out a windowpane using a hard to see color as recommended, point out how distracting it was to the presentation.

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

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

Note the instructor should identify where this strategy may be used within the Cycle of Instruction.

Color is a very effective strategy during the activation stage in the Cycle of Instruction.



H. IMPACT

Discuss impact with participants. Remind the participants they must grab and keep their participants' attention; effective use of tone, delivery, and style is impactful.

Impact Activity: Provide the class with words that have no positive impact and ask the class to come up with better words or descriptions. For example:

Word

Defendant's name

Accident

Drift

Impaired

Better Description

Defendant

Crash, Collision, Wreck

Swerve, Weave, Crossed the center line

Falling, Staggering



Activity: *Instructor chooses a participant and gives the participant a phrase. For example, “I’ve only had two.” Ask the participant to say the same phrase but convey a different emotion each time, for example, joy, sadness, urgency, anger, love, and excitement.*

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

The whole range of emotions is effective.

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

Note: *The instructor should identify where this strategy may be used within the Cycle of Instruction. Impact is a very effective strategy during the demonstration segment in the Cycle of Instruction.*

Hands-On Instruction



Session 3 – Effective Strategies in Learning and Instruction

3-17

I. HANDS-ON INSTRUCTION

Tell participants you are going to talk about hands-on instruction.

The basic premise behind interactive teaching is three-phase:

- 1. Tell me (instruct)***
- 2. Show me (demonstrate)***
- 3. Let me do it (practice in the real environment)***

The instructor can relate a prior instructing experience to demonstrate , i.e., firearms training. The range master can teach how to shoot a gun by describing the process. He then actually demonstrates it for the class and then allows each participant to fire the gun based on what they have learned and seen.

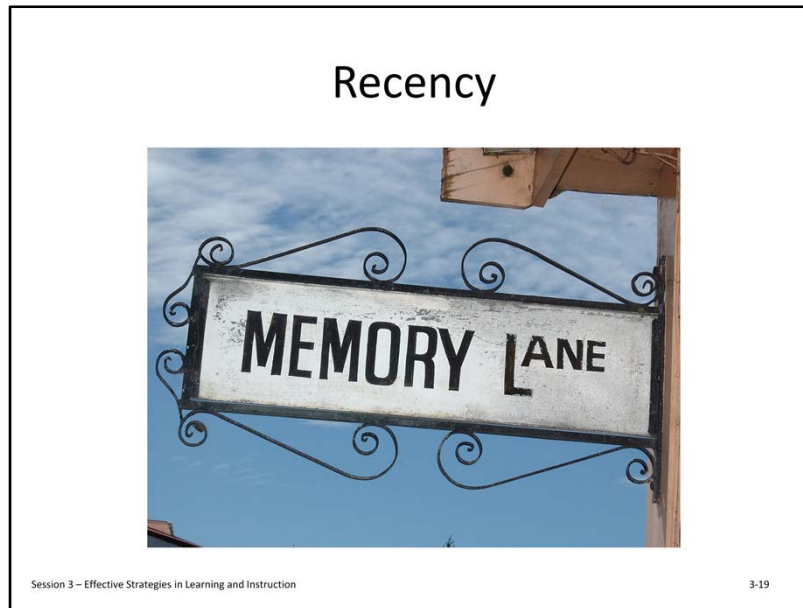
The instructor can ask the participants to give an example of a similar effective hands-on teaching moment in their lives.

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



Note the instructor should identify where this strategy may be used within the Cycle of Instruction. Hands-on is a very effective strategy during the Application and Integration segments in the Cycle of Instruction.

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



J. RECENCY

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

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

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

DRE in 60 Seconds



Session 3 – Effective Strategies in Learning and Instruction

3-20

Have participants conduct an informal presentation. Remind participants to consider the concepts of primacy and recency in their presentations.

These presentations are DRE/DUID in nature, to help raise participants' comfort level in front of the group. Use an index card with a large "45" printed on it to hold up for the participant to know when they have 15 seconds left. They are not expected to close or summarize the presentation, but the 15-second warning gives them a sense of completion.

****See Appendices in Administrator Guide for presentation topics. (If time allows, have participants present twice.)***

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

- All participants presented twice in front of the class***
 - All participants were put "on the spot" during an exercise requiring impromptu speaking***
 - Presenters became more comfortable when they presented the second time***
 - Participants applied presentation methods learned in this session***
-
-
-
-
-

Questions and/or Concerns



Session 3 – Effective Strategies in Learning and Instruction

3-21

K. CLOSING

Give participants five minutes to reflect on the strategies and document the strategies they want to use in their final presentation. Allow participants an additional ten minutes to write down examples of how they plan to utilize those strategies. An instructor should be assigned to each table to facilitate this process.

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	Drug Recognition Expert Instructor Development Course
Session 4 – DRE Curriculum Package and Teaching Assignments	
  	February, 2017

Content Segments

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



Session 4 – DRE Curriculum Package and Teaching Assignments

4-2

Session 4: DRE Curriculum Package and Teaching Assignments

Estimated time for Session 4: 2 Hours (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides
Easel/Easel Pad
Markers
DRE Instructor Guide
Teaching Assignments

Instructional Notes are presented in bold italic throughout the sessions.



Session 4: DRE Curriculum Package and Teaching Assignments

Estimated time for Session 4: 2 Hours

Materials:

- ***Presentation slides***
- ***Easel/Easel Pad***
- ***Markers***
- ***DRE Instructor Guide***
- ***Teaching Assignments***

Session Objectives

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



Session 4 – DRE Curriculum Package and Teaching Assignments

4-4

Session Objectives

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

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



A. DRE CURRICULUM PACKAGE

A complete curriculum, or course of instruction, has been prepared for DRE training.

The full course spans nine full days; two days for the Pre-School and seven days for the DRE School.

Overview of the DRE School

- For whom is the training intended
- What is the purpose of the training
- What will the participants get out of the training



Session 4 – DRE Curriculum Package and Teaching Assignments

4-6

B. OVERVIEW OF THE DRE SCHOOL

- **For whom is the DRE training intended?** The course is designed for law enforcement candidates who have been selected to serve as DREs.
- **What is the purpose of the training?** The ultimate goal of this course is to help prevent crashes, deaths, and injuries by improving enforcement of drug-impaired driving violations. It is not exactly clear how many drug-impaired drivers are on our nation's roads or how many crashes they cause. But even the most conservative estimates indicate these drivers kill thousands of Americans and injure at least tens of thousands of others each year.
- **What will the participants get out of the training?** The participant who successfully completes this phase of DRE training will be able to...
 - Distinguish if an individual is under the influence of a drug or drugs other than alcohol, or under the combined influence of alcohol and other drugs, or suffering from some injury or illness that produces signs similar to alcohol/drug impairment
 - Identify the broad category or categories of drugs inducing the observable signs of impairment
 - Progress to the certification phase of the training

Overview of the DRE School

- What subject matter does the course cover
- What activities take place during the training
- How long does the training take



Session 4 – DRE Curriculum Package and Teaching Assignments

4-7

B. OVERVIEW OF THE DRE SCHOOL

- **What subject matter does the course cover?** The course focuses primarily on two broad topics:
 - The examinations, observations, measurements, etc. that constitute the DRE procedures
 - The nature, effects, signs, and symptoms of each of the seven categories of drugs and of the combination of the categories
- **What activities take place during the training?** Formal presentations, or lectures, occupy approximately one-half of the course. Most of the remainder of the course is devoted to demonstrations and hands-on practice of the DRE procedures
- **How long does the training take?** This classroom training course occupies seven training days. A typical schedule calls for each day to begin at 8 am and conclude at 5 pm. A one-hour lunch period and hourly breaks of 10 minutes are accommodated in that schedule.



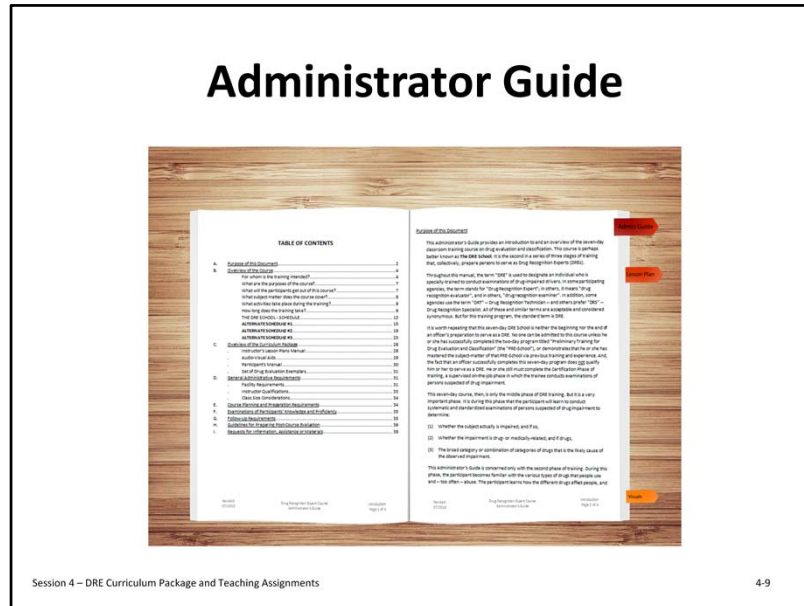
Session 4 – DRE Curriculum Package and Teaching Assignments

4-8

Point out an Instructor Guide has been prepared for the course.

The Instructor guide contains three things:

- Administrator Guide
- Lesson Plans
- Visuals



Note the first section of the Instructor Guide is the Administrator Guide.

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

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

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

Review “Guidelines for Controlled Drinking Practice Sessions” in the Drug Recognition Expert Course Administrator Guide for detailed instructions regarding conducting the alcohol workshop that takes place during the School. This is further discussed in Session 10 of this curriculum, Planning & Managing a Live Alcohol Workshop.

Purposes of the Lesson Plan

- Help you get ready
- Help you stay on track
- Ensure consistency



Session 4 – DRE Curriculum Package and Teaching Assignments

4-10

The second section (and the bulk) of the Instructor Guide are lesson plans.

C. PURPOSES OF THE LESSON PLANS

Lesson plans have three main purposes.

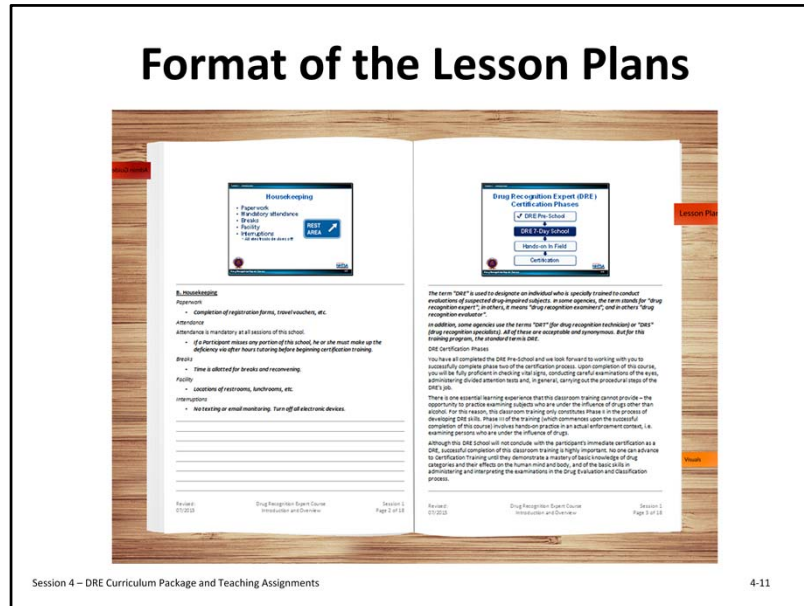
1. **Help you get ready to teach**

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

2. **Help you stay on track**

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

3. **Ensure consistency of training**



Format of the Lesson Plans

- The lesson plans for the DRE School are organized on a session-by-session basis
 - o There are 10 sessions in the DRE Preliminary training
 - o There are 32 sessions in the DRE 7-Day Curriculum
 - o Each session has its own set of lesson plans
 - o Session 1 is “Introduction and Overview”
- The first page of each set of lesson plans is the cover page
 - o The cover page gives the number and titles of the session and indicates the approximate amount of time the session requires
 - o For example, Session 1 of the DRE Curriculum requires approximately 30 minutes
- The second page of a set of lesson plans is the outline page
 - o The outline page lists the learning objectives for the session, i.e., states what the participant will be able to do after successfully completing the session
 - o The outline page also lists the content segments of the session which correspond to the major topics covered
 - o Finally, the outline page indicates the major types of learning activities that take place during the session
- The main purpose of the outline page is to help you prepare to teach
 - o If you are assigned to begin teaching a session, you should start by reviewing the session’s objectives with the participants

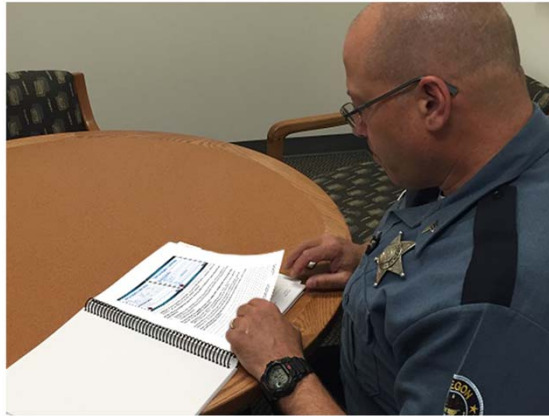
Next, preview the content and the learning activities.



D. HOW TO USE LESSON PLANS

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

Read the Lesson Plan



Session 4 – DRE Curriculum Package and Teaching Assignments

4-13

Read the Lesson Plan

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

Personalize



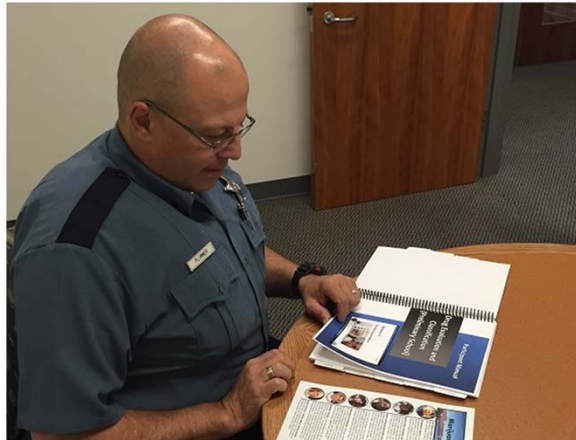
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Personalize

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

Prepare

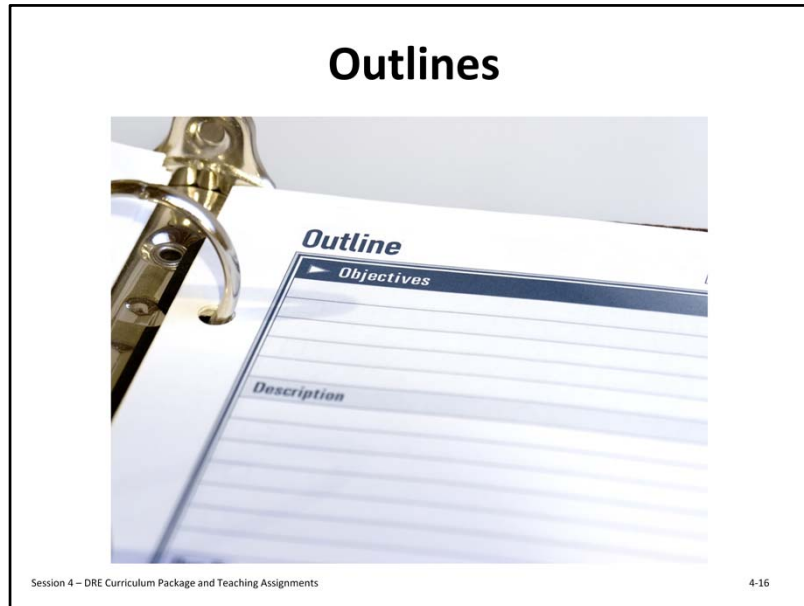


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Prepare

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



E. OUTLINES

Content Outline

Describes what is included

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

Describes how the content is presented

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

What to Take to the Classroom

- Lesson Plans
- PowerPoint Slides
- Training Props or Demonstration Materials
- Reference Materials



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What to Take to the Classroom

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

NOTE: **Any** outside materials or references must be approved by the Course Manager prior to their use.

Trainers should incorporate their individual style into the delivery.

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

Explain techniques or methods which reinforce learning of new information or improve retention should be an integral part of training delivery, not the exception.



Small Group Curriculum Activity

Divide class into 4 groups:

- ***DRE Instructor Guide Administrator Guide group***
- ***DRE Instructor Guide Sessions 1-5 group***
- ***DRE Instructor Guide Sessions 6-10 group***
- ***DRE Instructor Guide Sessions 11-15 group***

Each group will be given 15 minutes to research their topic.

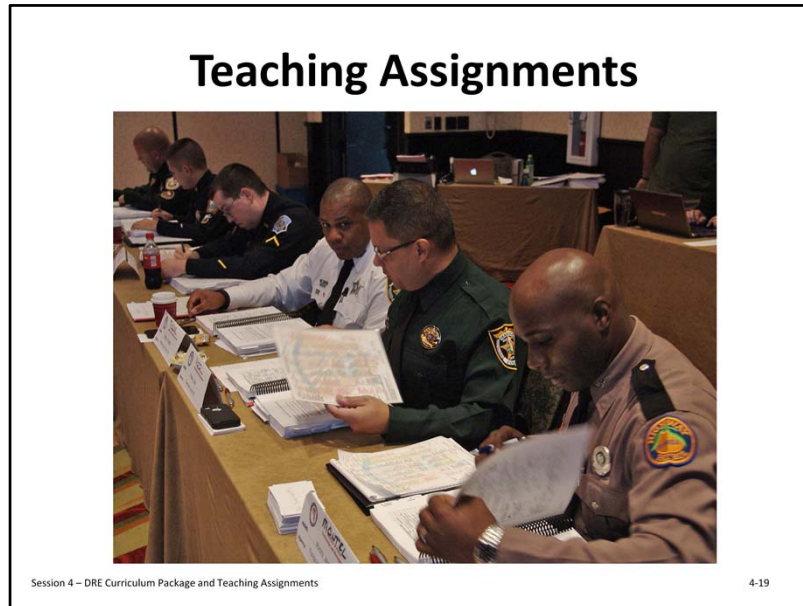
Each group will present to the class the relevant information of their topic (maximum 15 minutes per group).

Key points to be elicited from the Administrator Guide group

- ***For whom is the DRE course intended***
- ***How long is the training***
- ***Classroom requirements***
- ***Materials needed***
- ***Requirements to pass the course***

Key points to be elicited from the three instructor guide groups

- ***This information can be located in the Appendices of the DRE Course Administrator Guide***



F. TEACHING ASSIGNMENTS

Identification Of Teaching Assignments – Hand out Student-Instructor Assignment Sheet located in the Appendices.

Discuss classroom assignments (Classroom A, B, C, etc.). Student-instructors will work in a particular classroom for all teaching assignments. Inform the participants of the locations of the various classrooms. Each classroom will be fully equipped with audio-visuals, participant handout materials, etc.

Discuss sessions and segments. Each student-instructor has one or more teaching assignments. Instruct the participants to identify their personal assignments and to “highlight” those Sessions and Segments using a yellow marker.

All assignments are team-teaching assignments. Participants must get together with their partners to decide how they will “divide up” the teaching responsibilities for each Session and Segment.

Supply participants with the presentation evaluation forms containing the performance indicators that will be evaluated (See Appendices in Administrator Guide).

Repeat repetition exercise from Session 3E.

Allow participants to spend balance of day in individual reviews of their assigned lesson plans. “Visit” participants to verify they understand their assignments. Encourage participants to ask questions to remove any confusion they may have about the lesson plans.

Instruct the participants to meet with their team-teaching partner and begin “dividing up” their assignments.

Questions and/or Concerns



Session 4 – DRE Curriculum Package and Teaching Assignments

4-20

G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next session.

[illegible]

	Drug Recognition Expert Instructor Development Course
Session 5 – Effective Feedback, Coaching, and Proficiencies	
  	February, 2017

Content Segments

- A. Feedback From Previous Training
- B. The Purposes of Effective Feedback
- C. Strategies for Providing Effective Feedback
- D. Feedback on the Job
- E. Feedback in Instructional Settings
- F. The Three Feedback Questions
- G. The Feedback “Sandwich Recipe”
- H. Praise or Feedback
- I. Integrating the Effective Feedback Recipe
- J. Summary and Example
- K. Questions and/or Concerns



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-2

Session 5: Effective Feedback, Coaching, and Proficiencies

Estimated time for Session 5: 2 Hours (depending on class size)

Session Objectives

- Identify the skills necessary to provide effective feedback
- Demonstrate an effective feedback method
- Apply the effective feedback method using the scenarios provided
- Use effective feedback method during final presentations

Contents

- A. Feedback From Previous Training
- B. The Purposes of Effective Feedback
- C. Strategies for Providing Effective Feedback
- D. Feedback on the Job
- E. Feedback in Instructional Settings
- F. The Three Feedback Questions
- G. The Feedback “Sandwich Recipe”
- H. Praise or Feedback
- I. Integrating the Effective Feedback Recipe
- J. Summary and Example
- K. Questions and/or Concerns

Materials

Presentation slides

Easel/Easel Pad

Markers

SFST Proficiency Forms

Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Session 5: Effective Feedback, Coaching, and Proficiencies

Estimated time for Session 5: 2 Hours

Materials

- ***Presentation slides***
- ***Easel/Easel Pad***
- ***Markers***
- ***SFST Proficiency Examination Forms***
- ***Computer speakers (for embedded audio)***

Explain to participants the session will focus on providing feedback while supervising SFST proficiencies as required during the DRE Pre-School. Although there are many other skills requiring feedback and coaching, this will serve as an example of general process.

Session Objectives

- Identify skills necessary to provide effective feedback
- Demonstrate an effective feedback method
- Apply effective feedback method using scenarios provided
- Use effective feedback method during final presentations



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-4

Session Objectives

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

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

Feedback From Previous Training

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



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-5

A. FEEDBACK FROM PREVIOUS TRAINING

Use the activation principle to discuss prior critiquing/feedback experience the participants have encountered.

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

Instructor should record answers to the following questions on a easel/easel pad. Discuss the following questions:

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

Ask the participants:

- ***Would anyone share an experience about receiving feedback?***
- ***Why is feedback important?***

Ask participants to close their manuals.



Qualities of a Good Instructor

Remind participants to keep their books closed during this activity.

What does it take to be a good instructor?

Small Group Activity:

Assign participants to groups of four to six. Each group should come up with 4-5 answers to the above question. Groups will take turns naming good qualities.

During discussion instructor should try to elicit the following qualities.

Basic qualities are required for a good DRE instructor:

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



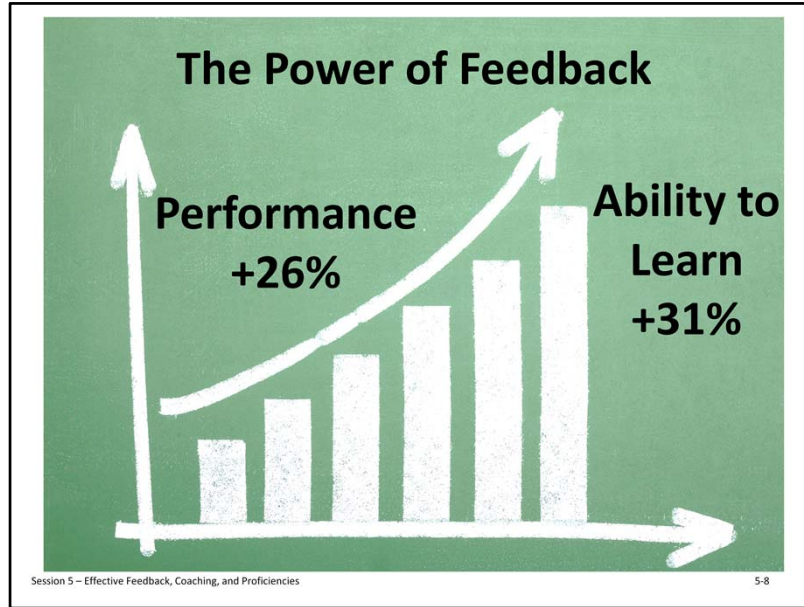
If the DRE instructor cannot PERFORM the tasks assigned to teach, the instructor will have difficulty.

- How can you PRESENT a task to the participant if you can't perform it yourself?
- How can you COACH a participant while the participant practices the task if you can't perform the task yourself?

Instructors should encourage participants during practice. If you can't actually perform the task it will be very difficult to offer effective feedback.

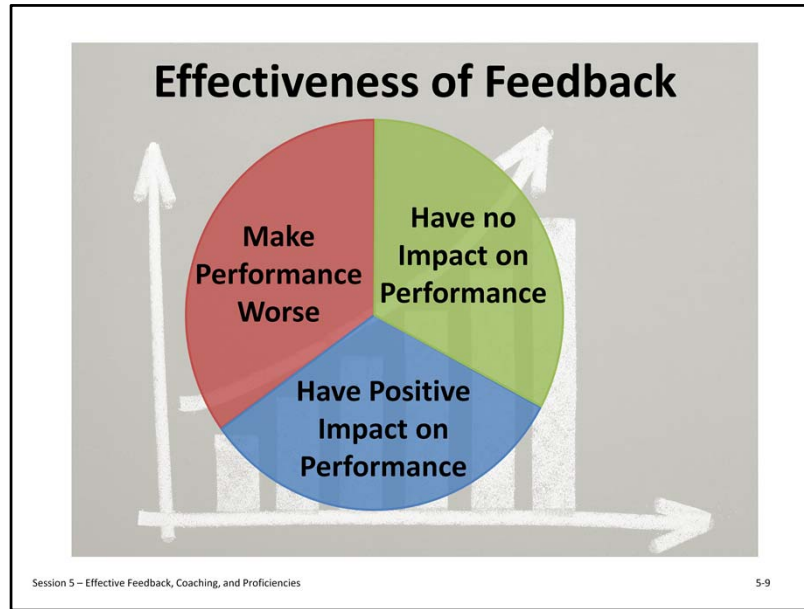
- 0 Coaching skills:
 - Ability to offer feedback
 - Ability to deliver positive reinforcement

- How can you EVALUATE the participant if you don't know the correct way to perform the task?



The instructor should summarize the Activation exercise by asking the questions below. These questions are meant to gain attention and not to solicit answers from the participants.

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



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

Instructor should emphasize two-thirds of feedback messages have either no impact or make performance worse.

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

Feedback is Part of the Learning Conversation



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-10

B. THE PURPOSES OF EFFECTIVE FEEDBACK

Summarize the purpose of effective feedback and tie in how feedback is an important part of an instructional conversation, which was defined in Session 2.

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

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

Definition of Feedback

Shared information that helps instructors and participants:

- Understand how well they are performing their assigned roles or tasks in the conversation

AND

- Know what is needed to make progress towards the goal(s) of the conversation



Session 5 – Effective Feedback, Coaching, and Proficiencies

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

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

In general, feedback will be exchanged to:

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

Instructor's Feedback

- Learning goals or objectives achieved
- Improve skills in listening, thinking, and responding
- Take an active role



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-12

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

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

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

The instructor's feedback should encourage participants to:

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

Participant Feedback

- Determine effectiveness of the conversation
- Identify ways to improve future conversations
- Increase participant skills



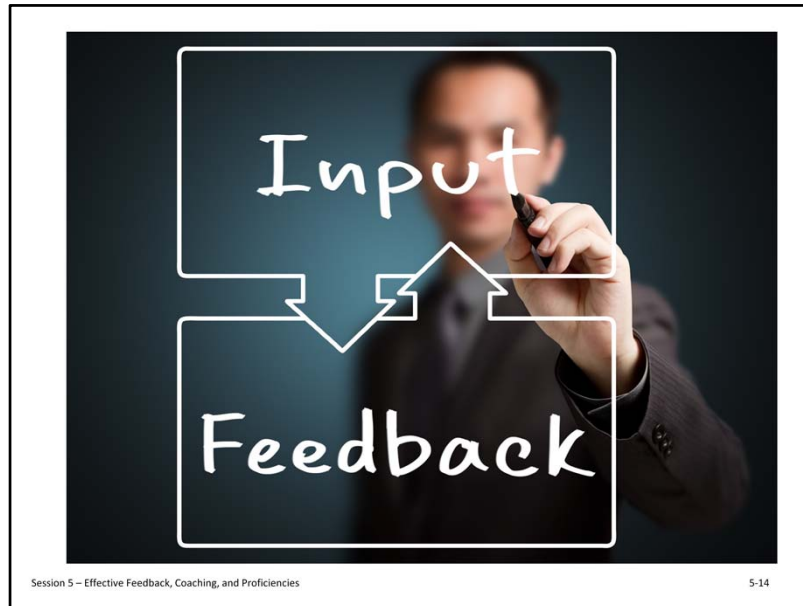
Session 5 – Effective Feedback, Coaching, and Proficiencies

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

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

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



C. STRATEGIES FOR PROVIDING EFFECTIVE FEEDBACK

Instructor should record responses to the following question on a easel/easel pad.

Utilizing the Activation principle: Ask the participants “where else have you or could you utilize effective feedback in your professional and personal life?”

Lead the participants in a discussion on the feedback involved in learning to drive a vehicle.

Example: Feedback started early in life from observing your parents driving a car. This continued to when you began to drive. The feedback can have a negative impact, for instance if your parent yells in reaction to your performance behind the wheel. Feedback can involve self-evaluation while reacting to hazardous road conditions for the first time.

Conclude this instructional conversation with a reminder that feedback is found in learning everyday skills like driving and in an instructional setting. We are going to demonstrate an effective method.

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

Feedback on the Job



Session 5 – Effective Feedback, Coaching, and Proficiencies

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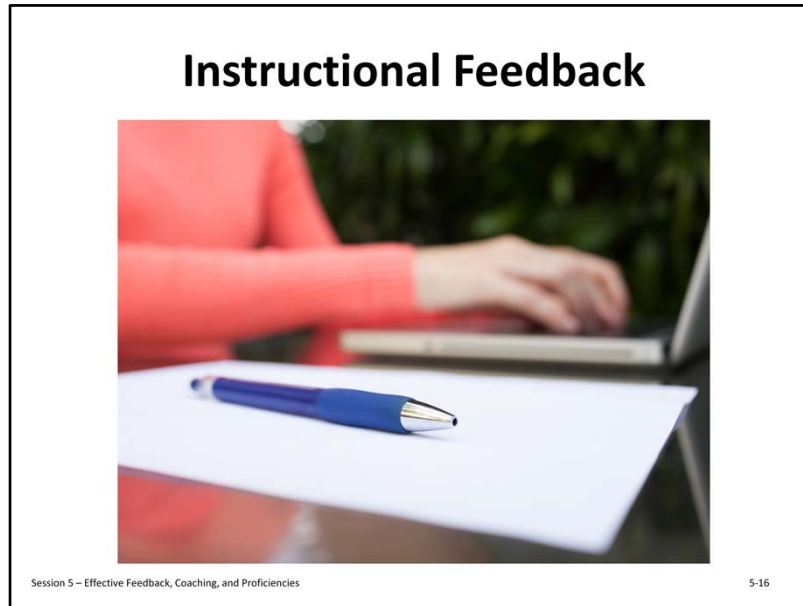
D. FEEDBACK ON THE JOB

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

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

Feedback provides information about current performance on a particular task and tells them how to do the task more effectively. The instructor should build on the driving example: Vehicle braking in response to a situation :

- ***"I want to talk to you about how you applied the brakes."***
- ***"What I saw was you slammed on the brakes instead of stopping gradually which caused you to almost get into a rear-end collision."***
- ***"Try practicing easing on the brakes to slow down more gradually and under control and see if that works for you."***
- ***"If it does, practice doing it ten more times so you get really good at it and I will check back with you next week."***



E. FEEDBACK IN INSTRUCTIONAL SETTINGS

In educational settings feedback has the greatest impact when it:

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

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

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

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

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

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



F. THE THREE FEEDBACK QUESTIONS

Instructor should write all three feedback questions on a easel/easel pad which can remain on display for the remainder of the training.

Instructor should use the previous vehicle braking illustration to explain the three questions.

Remind participants a more in depth explanation of each of the three questions is included in their materials.

Effective feedback helps participants answer three important questions.

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

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

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

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



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

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

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



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

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

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



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

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

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

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

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

Use the following slides to introduce the concept of the Feedback Sandwich.

The “Feedback Sandwich” Recipe



Session 5 – Effective Feedback, Coaching, and Proficiencies

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G. THE “FEEDBACK SANDWICH” RECIPE

If the only feedback people receive is criticism, it may increase their performance in the short term, but it is not likely to be effective in the long run. Constant criticism can produce depression and other negative emotions that will eventually decrease motivation.

Feedback messages need sequenced layers of information to be effective.

Two instructors should demonstrate an effective Feedback Sandwich from a previous Cycle of Instruction activity. Another option would be to do another demonstration activity.



We would like to introduce you to a new recipe to create an effective Feedback Sandwich. This sandwich consists of four interrelated layers:

Layer 1: Invitation

Layer 2: Success Message OR Challenge Message

Layer 3: Motivation Check

Layer 4: Follow-Up

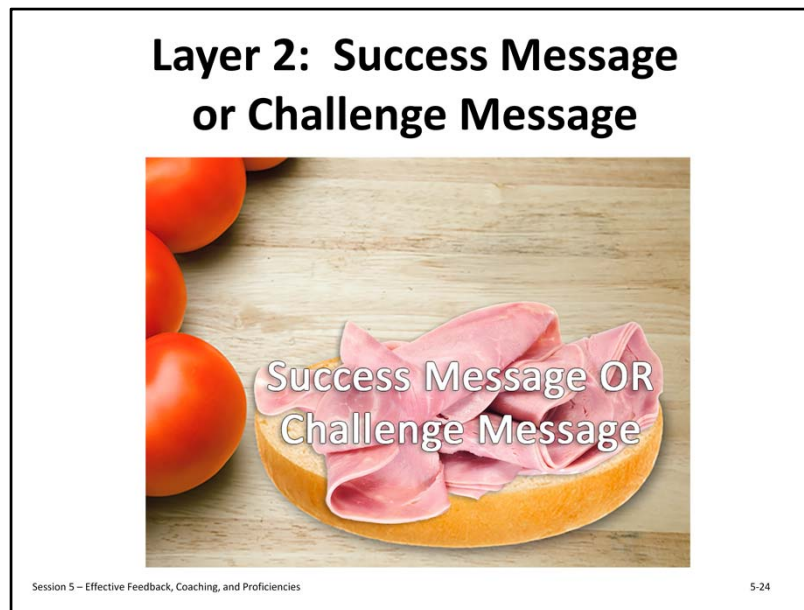
The feedback message builds in a way that will keep participants focused on a specific task and motivated to complete the task. The following is a brief explanation of each layer.



Layer 1: Invitation

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

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



Layer 2: Success Message OR Challenge Message

Point out a Success Message is different from praise. While praise may be a positive description of performance, Success Message includes acknowledgement of completion of goal or task in conjunction with participant's perception of accomplishment. For example:

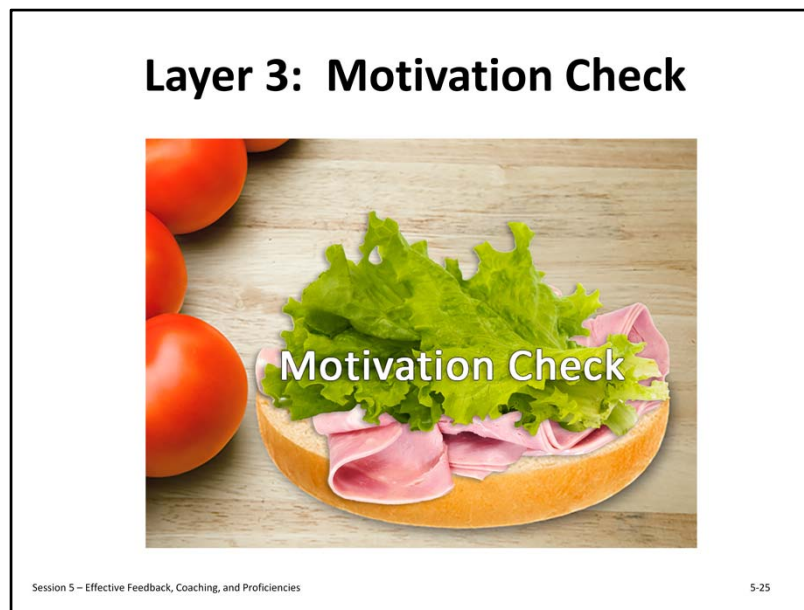
- ***Praise: "You did a good job with the instructions on the Walk and Turn."***
- ***Success Message: "I noticed you covered all the points on the instructional stage. What did you do differently this time as opposed to earlier?"***

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

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

Stress the following point.

The Success Message or Challenge Message should NOT include praise or personal information about the participant. That information may be included in a follow-up message given to the participant at a later time, but praise should not be integrated into this part of the message. This is because it will dilute the effectiveness of the Success Message or Challenge Message. The main goal with this layer is to make sure the participant knows what the goal is, how much progress they've already made toward it, and what else they need to do to reach it. Once you have delivered the Success Message or Challenge Message, you are ready to proceed to the next layer.



Layer 3: Motivation Check

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

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

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

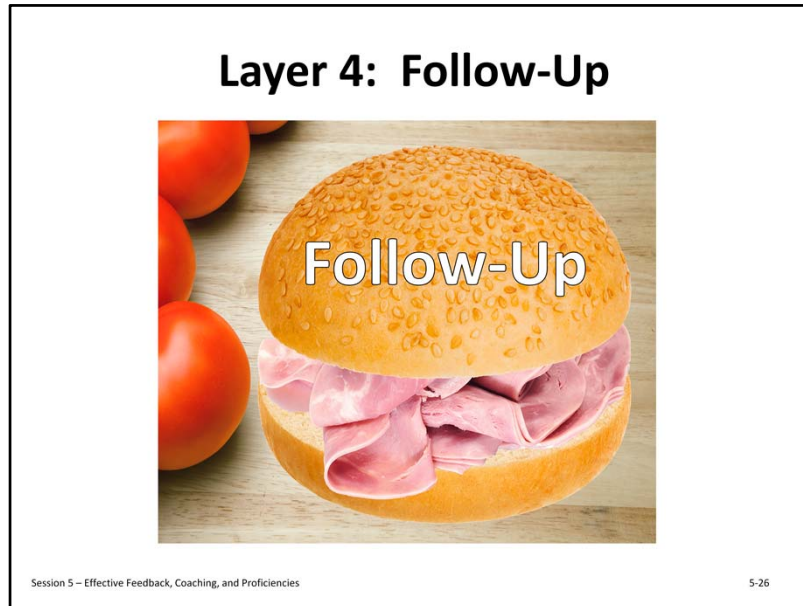
- They must have the self-confidence (attitude) to conduct a DRE drug influence evaluation
- They must also believe they have the knowledge and skills to conduct the evaluation
- They have the authority to conduct the evaluation

If the any of the three are missing they are unlikely to conduct the evaluation.

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

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

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



Layer 4: Follow-Up

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

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

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



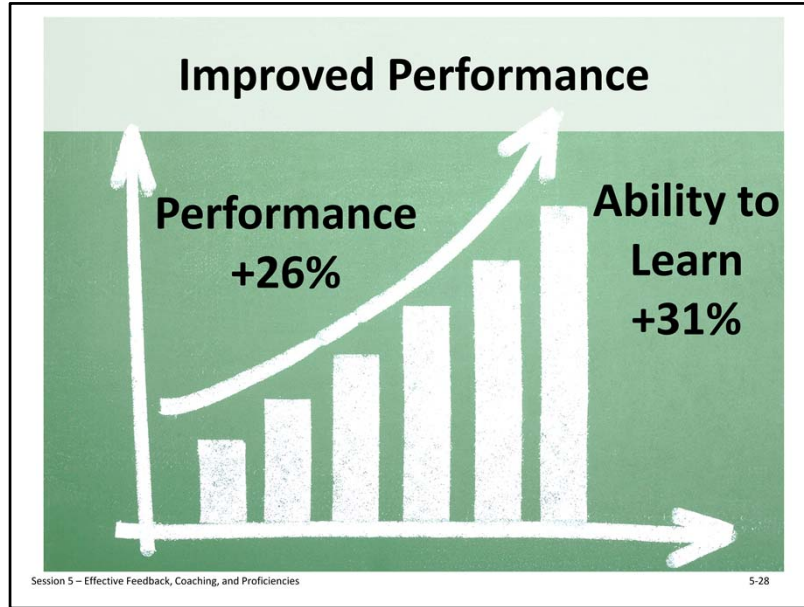
H. PRAISE OR FEEDBACK

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

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

Feedback may do one or more of the following:

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



Conclusion

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

Assign participants to groups of four to six. Each group will be given the following scenarios to practice using the Feedback Sandwich. An instructor will be assigned to each group to provide feedback to each participant that has provided the feedback message.

Example scenarios:

- ***Participant does not properly demonstrate the Lack of Convergence***
- ***Participant holds the stimulus too close to the face during the HGN test***
- ***Demonstrates the Walk and Turn incorrectly***
- ***Participant provides incorrect DRE accuracy percentages***
- ***Participant fails to detect clues, or reports clues that were not present, in the alcohol workshop***



I. INTEGRATING THE EFFECTIVE FEEDBACK RECIPE

Using the Integration principle from the Cycle of Instruction, tell participants they will be applying the effective feedback recipe during the Participant Presentations and Proficiency testing in this session.

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

Summary and Example



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-30

J. SUMMARY AND EXAMPLE

Feedback Messages

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

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

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

Feedback Sandwich

Layer 1: Invitation

Layer 2: Success Message or Challenge Message

Layer 3: Motivation Check

Layer 4: Follow-up

The Feedback Sandwich recipe consists of four interrelated layers.

- In Layer 1, participants are invited to receive the feedback message
 - Example: "I see you're working on HGN. Is it okay if I give you some feedback that might help you out?"
- If they accept the invitation, Layer 2 contains a Success Message OR a Challenge Message that answers the 3 Feedback Questions
 - Example: "It looks like you're trying to _____ (Question 1). I see good progress on _____, but there is something going on with _____ that needs to be fixed (Question 2). Try doing _____ instead, and see if that works better for you (Question 3). If it does, practice doing it about 10 more times so that you can get really good at it. If it doesn't work, let me know and we'll try another approach."
- In Layer 3, the instructor makes sure the participant is motivated to do the work
 - Example: "Is that something you'd be willing to try, or is there something that would keep you from being able to do that?"

Summary and Example (continued)



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-31

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

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

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

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

Distribute SFST proficiency examination forms to participants. Have class work in groups of 3-4. One participant will be the test Subject, one will be the Officer, and one will be the Coach. It is crucial the Coach apply the principles learned in this session to evaluate and offer feedback to the Officer during the SFSTs. At the conclusion of the proficiency examination, the Coach will sign the form acknowledging proficiency or employ remedial training. The participants will then switch roles.

Questions and/or Concerns



Session 5 – Effective Feedback, Coaching, and Proficiencies

5-32

K. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

[illegible]

	Drug Recognition Expert Instructor Development Course
Session 6 – Effectively Promoting Participation and Interaction	
  	February, 2017

Content Segments

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



Session 6 – Effectively Promoting Participation and Interaction

6-2

Session 6: Effectively Promoting Participation and Interaction

Estimated time for Session 6: 1 Hour (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides

2 Easels/Easel Pads

Markers

Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Session 6: Effectively Promoting Participation and Interaction

Estimated time for Session 6: 1 Hour

Materials

- **Presentation slides**
- **2 Easels/Easel Pads**
- **Markers**
- **Computer speakers (for embedded videos)**

Session Objectives

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



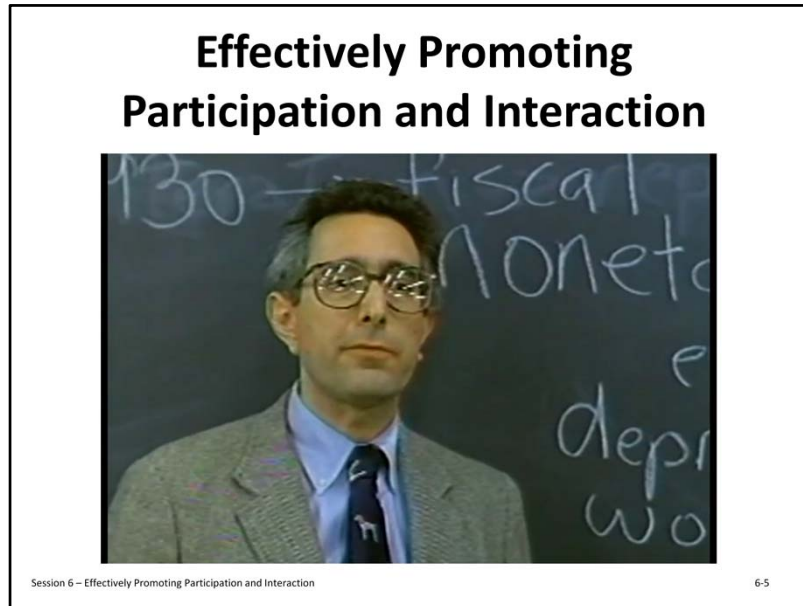
Session 6 – Effectively Promoting Participation and Interaction

6-4

Session Objectives

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

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



A. EFFECTIVELY PROMOTING PARTICIPATION AND INTERACTION

Activity: Ask participants: What is “Ben Stein Syndrome?” Someone will likely recall the famous teacher from the movie Ferris Buehler’s Day Off. Anyone? Anyone? Click to play video.

Have each group spend five to ten minutes discussing the BEST teacher they have ever had and the WORST teacher they have ever had. Have groups compare to see if there are any common traits in their BEST and WORST.

Use two easels/easel pads and volunteers to document the WORST (on the first chart) and the BEST (on the second chart). Retitle the easels/easel pads at the end of the activity as LECTURER on the WORST and INSTRUCTOR on the BEST.

During the activity, underline and emphasize the following three characteristics of a lecturer:

- Talks AT the audience
- Does not consider the audience’s goals or expectations
- Does not interact with audience members

Lecturer:

What are some of the characteristics of a lecturer?

1. _____
2. _____
3. _____

Next slide discusses instructor characteristics

Communication Skills of a Good Instructor

- Attentive
- Observant
- Listener
- Questioning



Session 6 – Effectively Promoting Participation and Interaction

6-6

B. FOUR COMMUNICATION SKILLS OF A GOOD INSTRUCTOR

Activity: During the activity, underline the four characteristics to be addressed during this session:

- ***Attentive***
- ***Observant***
- ***Listener***
- ***Questioning***

If the participants do not list these four qualities, you will need to work them onto easel/easel pad titled BEST.

Ask participants if they have additional examples of an instructor being attentive.

Reveal bullets on slide.

Demonstrate some of these attentive skills in the classroom.

Stress the following: When walking into a presentation you must have a good grasp of the audience's skill or knowledge level. Begin by stating the task/problem, briefly outline what will be demonstrated and applied, and follow-up by asking questions to activate participants' prior knowledge and skills as a foundation for new skills.

Attentive

- Physical presentation
- Encourages participation
- Facing participants
- Maintaining appropriate eye contact
- Moving toward participants when appropriate
- Avoiding distracting behavior



Session 6 – Effectively Promoting Participation and Interaction

6-7

Attentive

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

Observant

- Participants' face, body position, and movements
- Infers attitudes of the participants
- Takes appropriate action



Session 6 – Effectively Promoting Participation and Interaction

6-8

Observant

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Listener

- Listen to what is said
- Paraphrase what was said
- Be cognizant and sensitive to possible distractions



Session 6 – Effectively Promoting Participation and Interaction

6-9

Listener

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

Questioning

- Helps determine what is already known
- Invites participants
- Provides feedback
- Enables audience to assess learning
- Gauge audience's skill or knowledge level

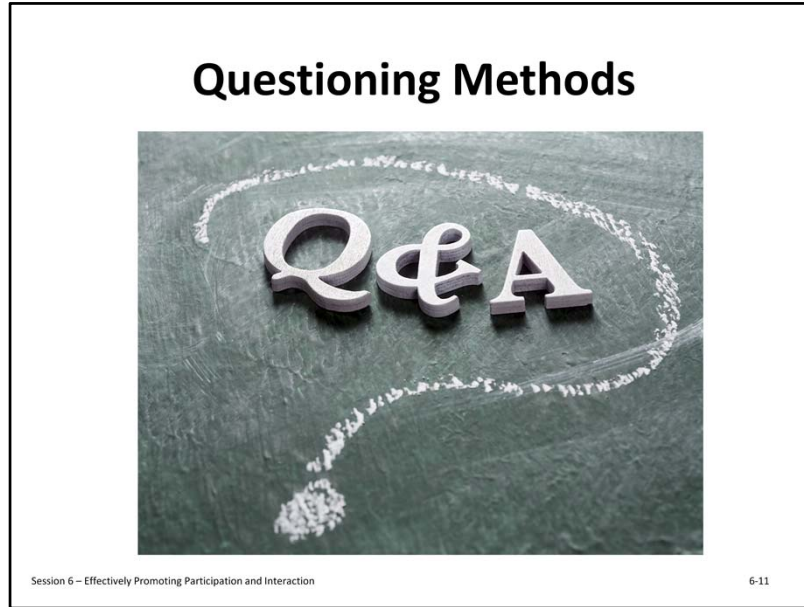


Session 6 – Effectively Promoting Participation and Interaction

6-10

Questioning

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



C. QUESTIONING METHODS

Prepare to discuss the questioning methods.

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

Overhead/Undirected Question



Session 6 – Effectively Promoting Participation and Interaction

6-12

Overhead/Undirected Questions

Discussion: Ask participants this exact question: “What would be an example of an overhead/undirected question?”

Provide the answer, after obtaining responses to the above question.

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

Advantages:

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

Disadvantages

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

Pre-Directed Question



Session 6 – Effectively Promoting Participation and Interaction

6-13

Pre-Directed Questions

Discussion: Ask a particular participant, “Name, can you give me an example of a pre-directed question?”

Make sure you say the participant’s name before posing the question.

Let the class know...

A pre-directed question is one in which a participant is Selected Before the question is posed.

Emphasize instructors should pause after saying the participant’s name when using this technique.

Advantages:

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

Disadvantages

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

Overhead/Directed Question



Session 6 – Effectively Promoting Participation and Interaction

6-14

Overhead/Directed Questions

Discussion: Ask the class, “What would be an example of an overhead/directed question, Name?” Say the participant’s name at the end of the question.

Let class know...

An overhead/directed question, the presenter asks an overhead question, then pauses and directs it to a particular participant.

Advantage:

- Combines the advantages of the other types of questions

Disadvantages

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



D. HANDLING PARTICIPANTS' ANSWERS

Discussion: Use hypotheticals to demonstrate these techniques.

When a participant gives a correct answer:

- Commend participant
- React with positive reinforcement
- Don't give bland acknowledgement
- Don't fail to give any reaction at all

When a participant gives an incorrect answer:

- Convey answer is incorrect
- Do not react with frustration or anger
- Do not embarrass the participant
- Acknowledge partially correct answers

When participants do not respond, stress increases, participation drops, and learning is minimized. You can use the following methods to deal with the situation:

- **Provide** the answer yourself
 - **Redirect** the question to another participant
 - **Defer** the question
-
-
-

Handling Participants' Questions



Session 6 – Effectively Promoting Participation and Interaction

6-16

E. HANDLING PARTICIPANTS' QUESTIONS

Remind the class, participants sometimes ask questions instructors cannot answer.

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

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

Conclusion



Session 6 – Effectively Promoting Participation and Interaction

6-17

F. CONCLUSION

During the conclusion, ask participants to think about these types of questioning techniques. We will learn ways to handle problem situations in the next Session. Can these questioning techniques be used to effectively respond to problems?

Effective instructors:

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

Questions and/or Concerns



Session 6 – Effectively Promoting Participation and Interaction

6-18

G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

[illegible]

	Drug Recognition Expert Instructor Development Course
Session 7 – Dealing with Training Challenges	
  	February, 2017

Content Segments

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



Session 7 – Dealing with Training Challenges

7-2

Session 7: Dealing with Training Challenges

Estimated time for Session 7: 1 Hour (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides
Easel/Easel Pad
Markers

Instructional Notes are presented in bold italic throughout the sessions.



Session 7: Dealing with Training Challenges

Estimated time for Session 7: 1 Hour

Materials

- ***Presentation slides***
- ***Easel/Easel Pad***
- ***Markers***

Session Objectives

- Respond to problem situations created by participants using the three-step correction strategy
- Apply three-step correction strategy to problem situations created by participants
- Analyze how to address environmental and equipment challenges
- Assess problem situations created by instructors

Session 7 – Dealing with Training Challenges

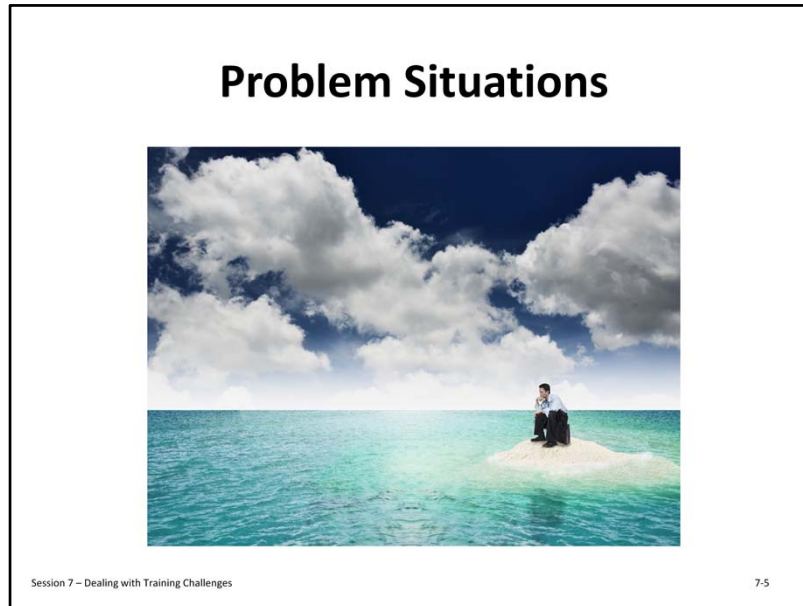
7-4

Session Objectives

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

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

Instruct participants to close their manuals (if the following optional activity is to be conducted).



A. DEALING WITH CHALLENGES

Optional Activity: Have participants close their manuals for this presentation to encourage thoughtful participation.

Do not make the mistake of labeling participants as problem participants. Rather, this is an exercise in handling problem situations. Remember many problem situations are, in fact, the result of particular behaviors by a participant or participants. It does not necessarily make them problem participants.

All faculty members encounter problem situations at some point during their presentations; they must be ready for these challenges. Consider assigning a couple of instructors to act as problem participants in this presentation. For example, ask them to read the paper, talk to each other or one of the other participants, use their cell phones, etc.

Ask them to stop when you use one of the corrective techniques described during this presentation. Record examples of problem situations created by participants:

- ***Some participants are too vocal***
- ***Some participants are too quiet or shy***
- ***Some participants are disruptive***
- ***Some participants lack motivation***

Problem Situations

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

Key Considerations with Problem Situations



Session 7 – Dealing with Training Challenges

7-6

B. KEY CONSIDERATIONS IN RESPONDING TO PROBLEM SITUATIONS CREATED BY PARTICIPANTS

Emphasize: Instructors should avoid harming a participant's self-esteem; however, on rare occasions, it may be more important to avoid further disruption to learning.

The key considerations to responding to problem situations created by participants are:

- Eliminate or minimize the problem behavior
- Maintain the participant's self-esteem
- Avoid further disruption to learning



C. THREE STEP CORRECTION STRATEGY

Emphasize: The importance of remaining calm and thinking clearly.

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

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



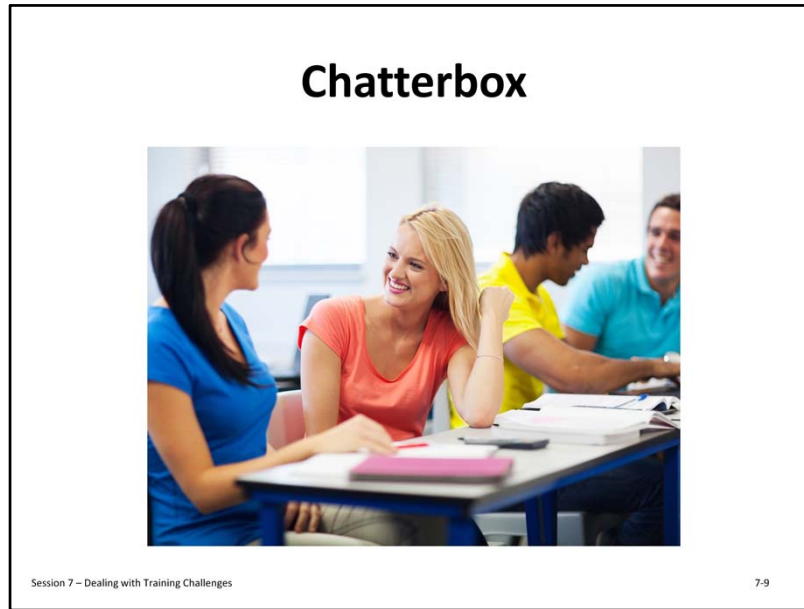
D. APPLYING THE THREE STEP CORRECTION STRATEGY

Activity: Place participants in up to six groups and assign each group a problem situation (sample problem situations follow). Ask the groups to devise a strategy or strategies for dealing with the situation. Have participants take into account the three-step correction strategy. Have each group report back to the class. Have groups turn to the appropriate problem situation in the participant manual.

Give groups ten minutes to discuss their problem situations and five minutes to report out.

The following are possible strategies for the instructor to highlight during the group reports:

- ***Ignore the problem***
- ***Use Classroom space/movement***
 - ***Move toward the participant creating the distraction***
 - ***Standing close to a talker usually causes the conversation to end***
- ***Use appropriate question/answer techniques***
 - ***Foreclose the know-it-all***
 - ***Move attention away from the distracting participant***
 - ***Give others an opportunity***
- ***Vary learning activities***
 - ***Put the participant to work filling out charts, etc.***
 - ***Choose discussion leaders where appropriate***
- ***Be available to participants outside class time***
- ***Talk privately with the participant creating the problem situation***



The Chatterbox

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

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

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

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

Effective Strategies Observed in Class



The Chronic Complainer

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

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

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

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

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

Effective Strategies Observed in Class



The Hostage

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

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

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

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

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

Effective Strategies Observed in Class



The Apple Polisher

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

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

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

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

Effective Strategies Observed in Class



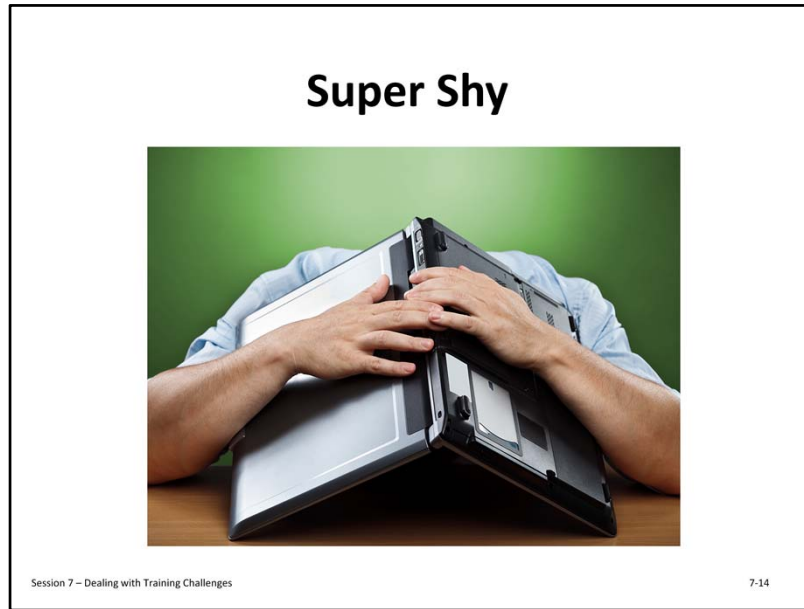
Gadget Guru

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

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

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

Effective Strategies Observed in Class



Super Shy

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

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

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

Effective Strategies Observed in Class

Environmental Challenges and Distractions



Session 7 – Dealing with Training Challenges

7-15

E. ENVIRONMENTAL CHALLENGES

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

Location and Equipment Challenges

Location distractions

- Where is the training located?
 - Resort; Hotel; Beach; Casino; Windowless room; Basement of the Sheriff's office; Location without amenities within walking distance; Noise distractions (traffic, train, competing trainings); Police academy
- Training room distractions
 - Temperature; Lighting; Audio/visual; Room design; Poor acoustics; Placement of cords; Creaky doors
- Equipment distractions
 - Does all the equipment work?; Incompatible devices (projectors, types of computers, sound systems, software); Internet accessibility; Lighting conflicting with the projection screen; Batteries; Enough power sources



F. PROBLEM SITUATIONS CREATED BY INSTRUCTORS

Discuss with participants and show examples as necessary on the following distractions created by instructors:

Top 10 Instructor Created Distractions

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

Give an example of a distraction you have overcome. Ask participants to reflect on distractions they recognize in themselves as instructors. Participants should choose at least one of these distractions to focus on improving during their final demonstration. Instructors at each table should facilitate discussion of each participant’s noted distraction and provide feedback on possible remedies.

What distractions do you create when instructing?

Questions and/or Concerns



Session 7 – Dealing with Training Challenges

7-17

G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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	Drug Recognition Expert Instructor Development Course
Session 8 – Developing and Using Training Aids	
  	February, 2017

Content Segments

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



Session 8 – Developing and Using Training Aids

8-2

Session 8: Developing and Using Training Aids

Estimated time for Session 8: 1 Hour, 30 Minutes (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides
Remote presenters (if available)
Easel/Easel Pad
Markers
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Session 8: Developing and Using Training Aids

Estimated Time for Session 8: 1 Hour, 30 Minutes

Materials

- ***Presentation slides***
- ***Remote presenters (if available)***
- ***Easel/Easel Pad***
- ***Markers***
- ***Computer speakers (for embedded videos)***

Session Objectives

- Demonstrate purpose and use of training aids
- Integrate training aids in your demonstration



Session 8 – Developing and Using Training Aids

8-4

Session Objectives

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

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

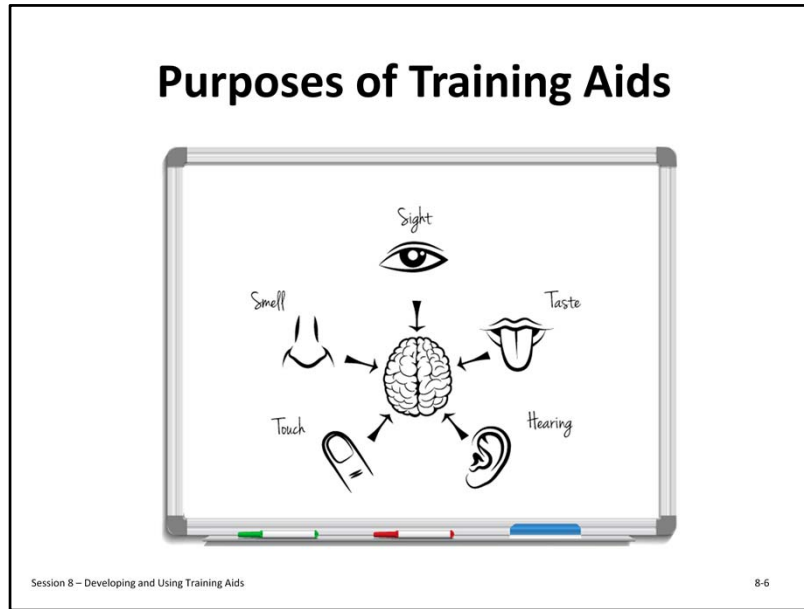


A. COMMONLY USED TRAINING AIDS

The instructor should notify participants presentation software programs will not be taught in this course. However, if the participants are interested in learning these programs, the instructor should provide information about other classes or resources.

Instructors are encouraged to bring examples of the various training aids to be used throughout this segment.

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



B. PURPOSES OF TRAINING AIDS

Training aids are essential for effective instruction.

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

Improper Use of Training Aids



Session 8 – Developing and Using Training Aids

8-7

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

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

Note: For the DRE training, any outside training aids (videos, handouts, props, etc.) must be pre-approved by the course manager prior to use in the class.



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

Write on a whiteboard or easel/easel pad: Spontaneous Presentations

Reference back to prior use of a easel/easel pad during this course. Note effective color use, size of font, readability, etc.

When the display is no longer needed, it should be erased (or flipped over). If the display is pertinent to the training, it should be displayed on walls, if possible.

Sometimes easels/easel pads can be prepared in advance and still appear spontaneous. Tell the class easels/easel pads can be easy to use (prior to the session, draw a map (State or U.S.) in light pencil on the chart. Draw faintly, so the lines cannot be seen at a distance. Leave the drawing in front of the class.) Walk up to the chart and trace the map with a thick marker. The class will be impressed in how well you draw the map.

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

Wall Charts



Session 8 – Developing and Using Training Aids

8-9

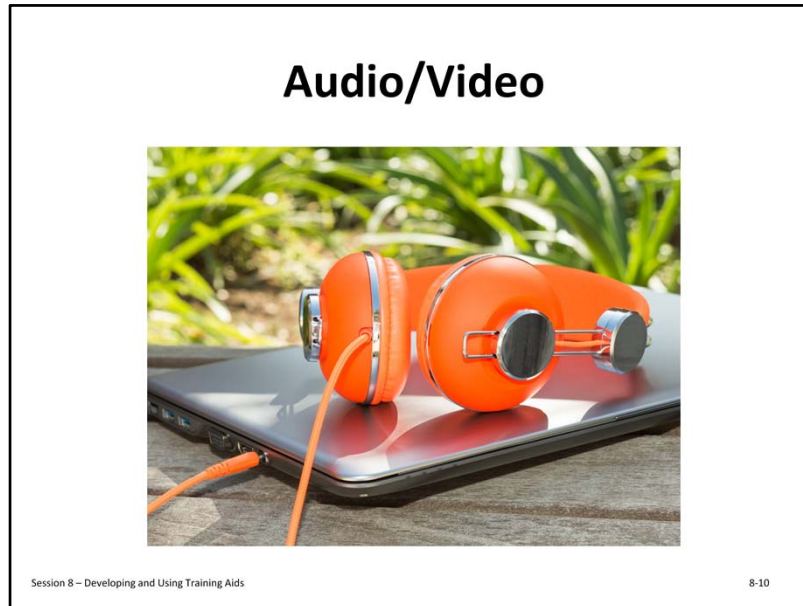
The instructor should also review with the participants the effectiveness of wall charts.

Wall charts:

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

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

- Training objectives
- Outline of training content and/or schedule
- Key definitions (e.g., Drug, HGN, etc.)
- Major themes or blocks of instruction



D. AUDIO/VIDEO

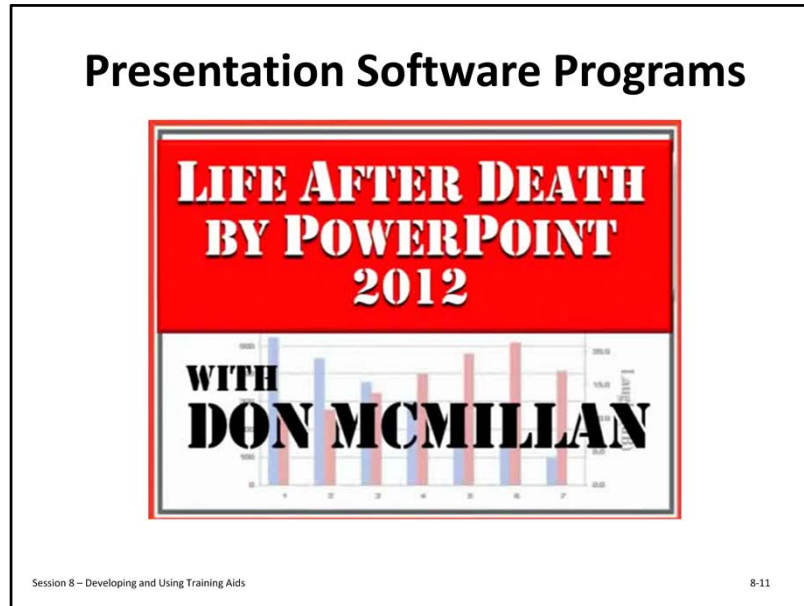
Always preview audio/video before showing them to participants.

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

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

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

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



E. PRESENTATION SOFTWARE PROGRAMS

Conduct activity prior to revealing video (if time allows). Discussion: Ask the participants to give examples of an ineffective use of presentation software programs. Examples may include:

- ***Too much content on slide***
- ***Ineffective use of color/font***
- ***Inability to be spontaneous in response to participants***
- ***Reading the slides to the audience***

Discussion: Ask the participants to give examples of effective use of presentation software programs:

- ***One idea per slide***
- ***Simplify text***
- ***Use big images***

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

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

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

Handouts



Session 8 – Developing and Using Training Aids

8-12

F. HANDOUTS

Handouts are written or typed materials prepared in advance and distributed to participants during or after a class. Instructors may consider various forms in which handouts can be printed, including:

- ***Notes pages***
- ***Handouts with incomplete information to be filled out by participants during the presentation***
- ***Outline form***
- ***Color/images***

Potential pitfalls:

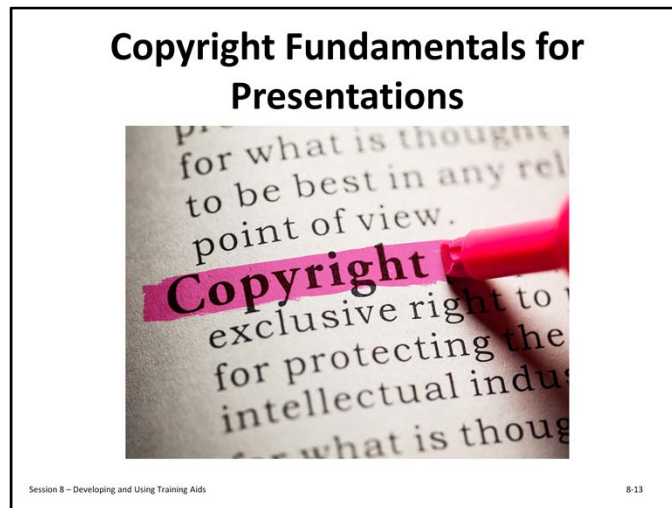
- ***Expense***
- ***Not preferred method of take-home materials (Jump drive, cloud storage, etc., may be preferable)***
- ***Can be cumbersome for instructor***

Handouts are particularly useful if an instructor wants participants to:

- Be able to use the information at a later time
- Access and study information at their own pace
- Facilitate note-taking

Have participants reflect on training aids they want to use in their final demonstration. Allow participants additional time to write down how they plan to utilize these aids. The instructor at each table should facilitate this process.

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



G. COPYRIGHT FUNDAMENTALS FOR PRESENTATIONS

Note some of the fundamental copyright topics participants will need to familiarize themselves with as they prepare presentations. Those topics include: What is protected?; What is not protected? The instructor is not expected to give a detailed presentation on copyright. The goal of this section is to give the participant awareness and resources to investigate further. Reference citations have been included for further research or study by participants.

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

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

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

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

Questions and/or Concerns



Session 8 – Developing and Using Training Aids

8-14

H. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

[illegible]

	Drug Recognition Expert <i>Instructor</i> Development Course
Session 9– Guidelines for Planning and Managing a Live Alcohol Workshop	
  	February, 2017

Content Segments

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



Session 9 – Planning and Managing a Live Alcohol Workshop

9-2

Session 9: Planning and Managing a Live Alcohol Workshop

Estimated time for Session 9: 1 Hour (depending on class size)

Session Objectives

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

Contents

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

Materials

Presentation slides
Easel/Easel pad
Markers
DRE Instructor Guide
Participant release
Dosing chart
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Session 9: Guidelines for Planning and Managing a Live Alcohol Workshop

Estimated Time for Session 9: 1 Hour

Materials

- ***Presentation slides***
- ***Easel/Easel pad***
- ***Markers***
- ***DRE Instructor Guide (Optional – SFST Instructor Guide)***
- ***Participant release***
- ***Dosing chart***
- ***Computer speakers (for embedded videos)***

Session Objectives

- Plan alcohol workshop
- Describe advanced planning tasks
- Prepare volunteer drinking subjects
- Secure support personnel and supplies
- Control workshop and drinking subjects



Session 9 – Planning and Managing a Live Alcohol Workshop

9-4

Session Objectives

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

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

Advanced Planning Tasks

- Appoint planner
- Select drinkers
- Prepare drinkers



Session 9 – Planning and Managing a Live Alcohol Workshop

9-5

A. ADVANCED PLANNING TASKS

Advanced planning should begin prior to the alcohol workshop.

- **Alcohol workshop planning is the responsibility of the host agency class coordinator**
 - The person who will be responsible for workshop planning must be designated prior to the workshop **and must be informed of this responsibility**
- **Select the volunteer drinkers**
 - It is suggested there is one volunteer drinker for every three to five participants
 - They must be at least 21 years old and should be physically capable of performing the SFSTs. It is preferred police officers not be used as volunteer drinkers and is strongly recommended drinkers be alcohol and drug free
- **Prepare the volunteers**
 - Notify the volunteers of the date and time of the alcohol workshop and not to eat prior to the workshop. Instruct volunteers no weapons will be permitted

Advanced Planning Tasks (continued)

- Secure supplies
- Assign monitors
- Assign bartenders



Session 9 – Planning and Managing a Live Alcohol Workshop

9-6

- **Secure the supplies**
 - Select the type(s) and amount of alcoholic beverage needed. Determine what other drinking supplies are needed (mixers, light snacks, entertainment, graduated shot glass, cups, ice, etc.)
 - Volunteers should be paired with a monitor of the same sex
 - **Select and assign monitors for the volunteers**
 - The monitor's principal job is to ensure the well-being of the drinkers and ensure the volunteers follow their instructions concerning drinking and smoking. It is suggested there is one monitor for every 4 volunteer drinkers and, if possible, monitors of the same gender as the drinkers should be used
 - **Select and assign bartenders**
 - A minimum of one bartender is needed. **It is suggested whenever possible, bartenders should not serve as monitors.** The bartending duties are busy enough to be a full-time job. They are responsible for keeping detailed records of the time and the amount of alcohol in each drink taken
-
-
-
-

Advanced Planning Tasks (continued)

- Arrange facilities
- Arrange transportation
- Breath testing



Session 9 – Planning and Managing a Live Alcohol Workshop

9-7

- **Select and arrange facilities for the volunteer drinkers**
 - The room set aside for the drinkers must be isolated from the classroom and the public. It should be spacious to provide ample room for the bar, the breath testing station(s), and the drinkers' "lounge". This room should provide easy access to rest rooms
- **Arrange transportation for the volunteer drinkers**
 - No volunteer who will consume any amount of alcohol whatsoever can be permitted to drive from the workshop. It is recommended transportation is provided to AND from the workshop. Each volunteer's driver should be identified by name
- **Arrange for breath testing**
 - One breath testing device plus a qualified operator should be available. At least three disposable mouthpieces must be available for each volunteer. The devices and operators must be at the workshop site and ready to operate by the time the volunteers are scheduled to arrive



B. GETTING VOLUNTEERS READY

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

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

Placebos can be permitted to drive to and from the workshop and can be used to transport other volunteers.

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

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

Controlling the Workshop



Session 9 – Planning and Managing a Live Alcohol Workshop

9-9

C. CONTROLLING THE WORKSHOP

Assignment Of Participants To Teams

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

Monitoring Participants’ Practice

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

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

Questions and/or Concerns



Session 9 – Planning and Managing a Live Alcohol Workshop

9-10

D. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next session.

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	Drug Recognition Expert Instructor Development Course
Session 10 – Guidelines for Conducting DRE Certification Training	
  	February, 2017

Content Segments

- A. Criteria
- B. Conducting Practice Sessions During Certification Training
- C. Evaluating and Documenting Candidate's Progress
- D. Correcting Learning Deficiencies
- E. Administering the Certification Knowledge Exam
- F. Signing Off on the Candidate's Certification Progress Logs
- G. Certification Standards
- H. Questions



Session 10 – Planning and Managing a Live Alcohol Workshop

10-2

Session 10: Guidelines for Conducting DRE Certification Training

Estimated time for Session 10: 2 Hours (depending on class size)

Session Objectives

- Describe the requirements participants will have to achieve to qualify for DRE certification
- Describe and apply procedures and techniques for delivering the final phases of DRE training
- Describe proper procedures for meeting certification requirements
- Conduct simulated exercises to demonstrate procedures employed in the certification process
- Evaluate and document DRE candidates' progress during certification training
- Identify DRE candidates' learning deficiencies and take appropriate corrective action
- Administer and evaluate the Certification Knowledge Examination

Contents

- A. Criteria
- B. Conducting Practice Sessions During Certification Training
- C. Evaluating and Documenting Candidate's Progress
- D. Correcting Learning Deficiencies
- E. Administering the Certification Knowledge Exam
- F. Signing Off on the Candidate's Certification Progress Logs
- G. Certification Standards
- H. Questions

Materials

Presentation slides
Easel/Easel pad
Markers

Instructional Notes are presented in bold italic throughout the sessions.



Session 10: Guidelines for Conducting DRE Certification Training

Estimated Time for Session 10: 2 Hours

Materials

- ***Presentation slides***
- ***Easel/Easel pad***
- ***Markers***

Session Objectives

- Describe requirements needed to qualify for DRE certification
- Apply procedures and techniques for delivering final phases of DRE training
- Describe proper procedures for meeting certification requirements



Session 10 – Planning and Managing a Live Alcohol Workshop

10-4

Session Objectives

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

- Describe the requirements needed to qualify for DRE certification
- Describe and apply procedures and techniques for delivering the final phases of DRE training
- Describe proper procedures for meeting certification requirements

Session Objectives (continued)

- Conduct simulated exercises to demonstrate procedures in certification process
- Evaluate/document DRE candidates' progress during certification training
- Identify DRE candidates' learning deficiencies and take appropriate corrective action
- Administer/evaluate Certification Knowledge Examination



Session 10 – Planning and Managing a Live Alcohol Workshop

10-5

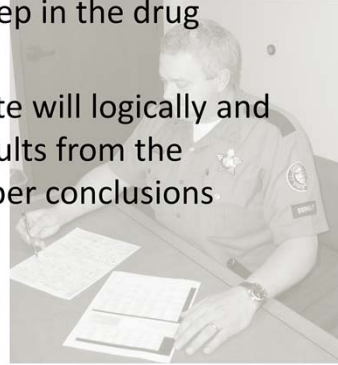
Session Objectives

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

- Conduct simulated exercises to demonstrate procedures employed in the certification process
- Evaluate and document DRE candidates' progress during certification training
- Identify DRE candidates' learning deficiencies and take appropriate corrective action
- Administer and evaluate the Certification Knowledge Examination

Two Important Criteria

- Satisfied the unsupervised DRE candidate will properly conduct every step in the drug influence evaluation
- Satisfied the DRE candidate will logically and properly interpret the results from the evaluation and reach proper conclusions regarding impairment



Session 10 – Planning and Managing a Live Alcohol Workshop

10-6

A. CRITERIA

There is no simple “passing grade” for the certification phase of training. Two important criteria determine whether you will recommend a candidate for certification as a DRE:

- Are you satisfied the DRE candidate, working unsupervised, will properly conduct every step in the drug influence evaluation?
- Are you satisfied the DRE candidate will logically and properly interpret the results from the evaluation and reach proper conclusions regarding impairment?

Unless you can definitely answer “YES” to both questions, you must withhold your endorsement of the DRE candidate for certification.



Milestones

- Participate in conducting at least 12 drug influence evaluations
- Observe subjects who collectively exhibit signs of at least three of the seven drug categories
- Opinions must be corroborated by toxicological analysis
- Personally administer the entire drug influence evaluation to at least six suspected impaired subjects
- Acceptably answer all questions on the Certification Knowledge Examination

Session 10 – Planning and Managing a Live Alcohol Workshop

10-7

There are several steps the DRE candidate must complete before you can decide whether or not to endorse him or her for certification.

- The candidate must have participated in conducting at least 12 drug influence evaluations
- The candidate must have observed subjects who, collectively, exhibited the signs of at least three of the seven drug categories
- The candidate's opinions must be corroborated by toxicological analysis: Urine or blood specimens must be obtained from at least nine subjects examined by the candidate and chemical analysis must confirm the participant's opinion in at least 75% of the specimens
- The candidate must personally have administered the entire drug influence evaluation to at least six suspected impaired subjects
- The candidate must have acceptably answered all questions on the Certification Knowledge Examination

KEEP IN MIND THESE FIVE REQUIREMENTS ARE MILESTONES THAT PRECEDE CERTIFICATION: THEY ARE NOT ALWAYS SUFFICIENT TO JUSTIFY CERTIFICATION.

- Candidates may tell you they have already conducted their 12 evaluations and have seen their three categories and may try to demand to be certified
 - You cannot endorse a candidate for certification until you are satisfied he or she can administer the evaluation properly and interpret the results correctly
 - Candidates may need to conduct more than 12 evaluations before they are ready to be certified. Remember, the participant is not ready for certification unless YOU say he or she is ready
-
-

Team Assignments

- At each Certification Training session, participants must be assigned to work in teams
- Pre-assign a work schedule at the beginning of each session
- When a subject is brought to the team, the designated EVALUATOR will administer the entire evaluation to the subject

Session 10 – Planning and Managing a Live Alcohol Workshop

10-8

Team Assignments

No team should have more than four members and participants should not always work with the same partners. For example, Team #1 will evaluate the first available subject, Team #2 will evaluate the next subject, etc. ALL members of the team will receive credit for participating in the evaluation, HOWEVER ONLY THE “EVALUATOR” WILL RECEIVE CREDIT TOWARD THE SIX SUSPECTED DRUG-IMPAIRED EXAMINATIONS HE OR SHE MUST PERSONALLY ADMINISTER. ONLY the EVALUATOR’S name will appear in the “Evaluator” block of the Drug Influence Evaluation Form. Each team member will INDEPENDENTLY form an opinion as to what category or categories of drugs causing the subject’s impairment. Each team member will INDEPENDENTLY write a narrative report on the evaluation.

Experience shows participants will sometimes evaluate subjects who turn out not to be under the influence of drugs other than alcohol.

- Some will be under the influence of alcohol only (mark “alcohol” on Face Sheet)
- Others will be found to be medically impaired (mark “medical” on Face Sheet)
- Some may be determined to be not impaired (mark “not impaired” on Face Sheet)

Credit for Evaluations

- Drug
- Alcohol
- Medical
- Not Impaired



Session 10 – Planning and Managing a Live Alcohol Workshop

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Credit for Drug, Alcohol, Medical, or Not Impaired Evaluations

- There must have been some reasonable grounds for suspecting drug impairment, other than alcohol
- In the case of an alcohol-impaired opinion (i.e., where the evaluator concludes the subject is under the influence of alcohol alone), the evaluation must have been completed in its entirety
- In the case of medical impairment, the evaluation need not be completed in its entirety, but should be terminated if the subject needs immediate medical attention
- If the subject is determined to be not impaired, the candidate will not receive credit for the evaluation.

To receive credit for any of the above-listed evaluations when an opinion is rendered, a Drug Influence Evaluation report and narrative must be completed.

Conducting Practice Sessions



Session 10 – Planning and Managing a Live Alcohol Workshop

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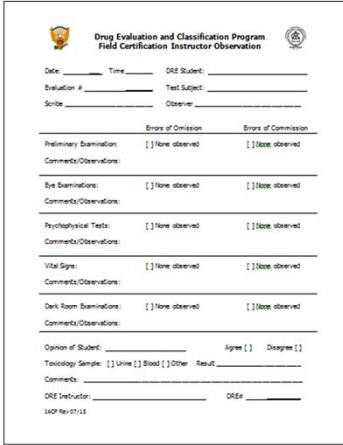
B. CONDUCTING PRACTICE SESSIONS DURING CERTIFICATION TRAINING

“Down Time” will occur during field certification training. **DON’T WASTE THE TIME:** Use it for practice opportunities.

Four kinds of practice opportunities may be given to the candidates during “down time” if time allows. Examples include:

- Darkroom Examinations – Candidates can take turns estimating each others’ pupil sizes under the lighting conditions in the darkroom
- Nystagmus, convergence, and psychophysical testing on alcohol-impaired subjects – A subject known to be strictly under the influence of alcohol could provide a useful opportunity for practice. Candidates could practice administering HGN, VGN, lack of convergence, and the four divided attention tests to alcohol-impaired subjects when no drug-impaired subjects are available.
- Test interpretation – The exemplars can be given to the candidate teams whenever time permits. Team members should work together to form opinions about the drug categories for each exemplar. Additional exemplars can be created from the DRE Instructors’ own files.
- As time permits, candidates may also work on developing and updating their Curriculum Vitae

Instructor Observation Form



The form is titled "Drug Evaluation and Classification Program Field Certification Instructor Observation". It contains fields for Date, Time, DRE Student, Evaluation #, Test Subject, and Observer. It also has sections for Errors of Omission and Errors of Commission, with checkboxes for "None observed" and "Observed". There are sections for Preliminary Examination, Eye Examinations, Psychophysical Tests, Vital Signs, and Dark Room Examinations, each with a "Comments/Observations" line. At the bottom, there are fields for Opinion of Student, Toxicology Sample, and DRE Instructor. The form is dated 10-11-13.

Session 10 – Guide for Conducting DRE Field Certification Training

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C. EVALUATING AND DOCUMENTING CANDIDATE'S PROGRESS

Whenever a team of candidates completes an evaluation during the Field Certification Training, the supervising instructor must complete a Field Certification Instructor Observation Form.

Hand out copies of the "Field Certification Instructor Observation" form

Preparing Field Certification Instructor Observation form

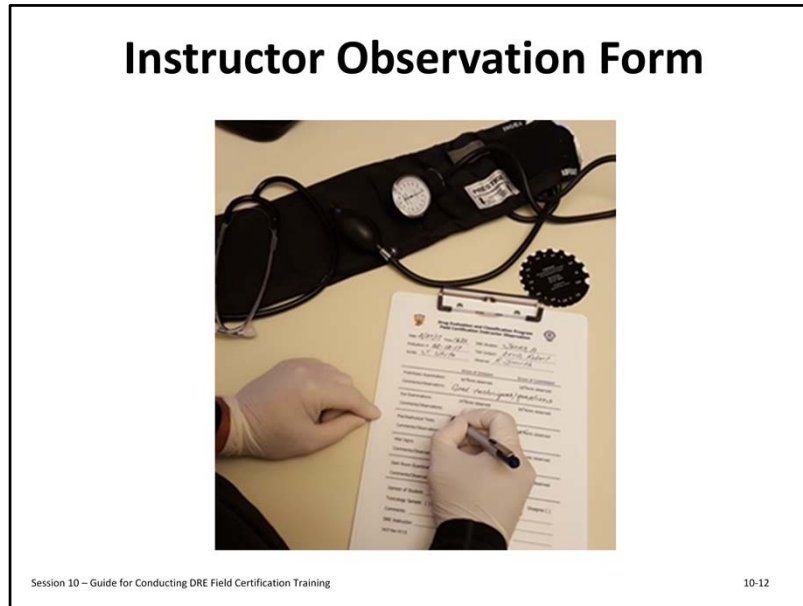
The form must address the three basic skills required of DREs:

- Did the candidate properly **administer** all tests and estimates/measurements of the evaluation?
- Did the candidate properly **document** the evaluation and record the results of all tests and estimates/measurements?
- Did the candidate properly **interpret** the information and form appropriate opinions about the category of drugs affecting the subject?

Direct participants' attention to the top segment of the "Field Certification Instructor Observation" form.

The instructor should complete the form noting errors of omission and errors of commission in the following areas:

- Preliminary Examination
- Eye Examinations
- Psychophysical Tests
- Vital Signs
- Darkroom Examinations



C. EVALUATING AND DOCUMENTING CANDIDATE'S PROGRESS (CONTINUED)

The instructor comments should also address how the candidates handled the subject, i.e., the demeanor they showed to the subject and their observance of officer safety issues.

Examples of Errors:

- Errors of Omission: What did the candidate fail to do during the evaluation?

Emphasize the instructor must specify exactly what the candidate left out of the evaluation.

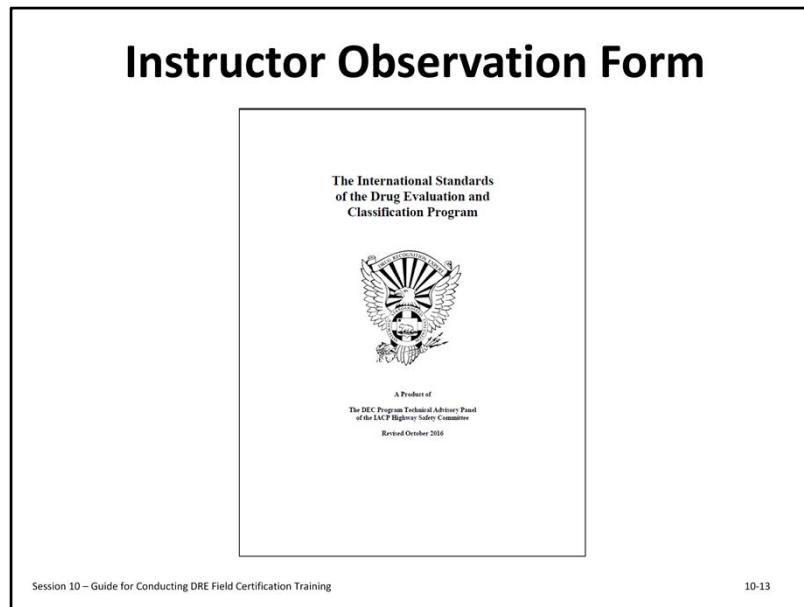
Examples: "Neglected to demonstrate the proper turn for the Walk and Turn test;" "Forgot to take the third pulse measurement."

- Errors of Commission: What did the candidate do wrong during the evaluation?

Emphasize the instructor must specify exactly what the candidate did improperly. Examples: "Used the right radial artery to measure pulse rate;" "Administered Walk and Turn before the Modified Romberg Balance."

- Comments/Observations: Anything else -- positive or negative -- the instructor feels deserves comment.

Examples: "Continues to exhibit lack of confidence in using the sphygmomanometer;" "Gives flawless instructions for the divided attention tests."



C. EVALUATING AND DOCUMENTING CANDIDATE'S PROGRESS (CONTINUED)

The IACP International Standards for the DEC Program regarding completion of the Certification phase are listed below: ***(The entire standards are included in the Appendices of the Administrator Guide)***

- To be considered for certification as a DRE, the candidate 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 DRE 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 curriculum.
- 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.
- The DRE instructor who starts the “DRE evaluation observation” shall observe the entire DRE evaluation for the candidate and instructor to receive credit.
- For a candidate 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.

Instructor Observation Form



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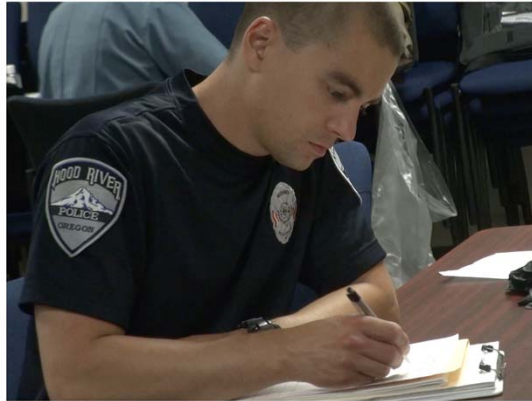
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C. EVALUATING AND DOCUMENTING CANDIDATE'S PROGRESS (CONTINUED)

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 DRE candidate. (The recommended way will be by e-mail so 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 DRE candidate 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.

As a reminder, if a DRE candidate is acting as a Scribe or an Observer, they will have to prepare a written report of the evaluation they participated in to receive credit for the evaluation.

Documenting the Assessment



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Documenting the assessment of the candidates' performance in interpreting the results of the evaluation.

Direct participants' attention to the "OPINION OF STUDENT" line of the "Field Certification Instructor Observation" form.

You must ask yourself: Would I reach exactly the same conclusion the candidate reached in this evaluation?

EMPHASIZE the instructor must not answer "YES" to this question unless his or her opinion does not differ at all from the candidate's opinion. Example: If the candidates conclude the subject is under the influence of a CNS Stimulant and Cannabis, but you feel -- while Stimulant impairment is evident -- there is insufficient evidence of Cannabis, you must answer "NO" to this question.

If you disagree in any way with the candidates' opinion, you must record exactly how and why you disagree.

Example: "No articulable indicators of Cannabis were found; all vital and eye indicators can be accounted for due to a Stimulant alone".

Solicit participants' questions about the "OPINION OF STUDENT" line of the "Field Certification Instructor Observation" form.

Direct participants' attention to the "COMMENTS" line of the "Field Certification Instructor Observation" form.

Documenting the Assessment



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Record any problems associated with the candidates' demeanor in dealing with the subject on the "Comments" line.

Ask participants to suggest some demeanor problems they might observe Examples:

- ***Needless derogatory comments made to the subject***
- ***Refusing to answer the subject's questions, when doing so might have helped to build rapport***
- ***Being overly brusque or aggressive in giving instructions to the subject***
- ***Failing to "warn" the subject about portions of the evaluation that might cause stress or anxiety (e.g., the lights are about to be turned off, you will touch his or her face with the pupillometer, etc.)***

Record anything the candidates did or failed to do that might jeopardize their safety.

Ask participants to suggest officer safety problems they might observe with their candidates.

Examples: turning the back toward the subject when demonstrating the Walk and Turn; closing the eyes when demonstrating the Modified Romberg Balance .

Solicit participants' questions about the "Field Certification Instructor Observation" form.



Evaluation Performance Review

The instructor must document his or her overall assessment of the quality of the evaluation.

Record positive comments, when appropriate

Examples: *“These candidates exhibit confidence in their ability to identify drug impairment;” “The report is a model of clarity and accuracy.”*

Record constructive criticisms, as appropriate

Examples: *“These candidates need to pay closer attention to the checklist to ensure examinations are conducted in the standard sequence;” “Their opinion suggests a tendency to ‘see things that are not necessarily there’ -- a more conservative and prudent approach would be preferable.”*

Record your first and last names on the Instructor’s line

Record your IACP DRE number

Solicit participants’ questions about the “Field Certification Instructor Observation” form.

Filing the “Field Certification Instructor Observation” form.

Ask participants: *Who should receive copies of the “Field Certification Instructor Observation” form?*

The instructor -- YOU -- should retain a copy of every “Field Certification Instructor Observation” form you complete.

Point out other instructors may wish to discuss a candidate’s progress and it may prove helpful to refer to these forms and/or narrative reports during those discussions.

Correcting Learning Deficiencies

- Counseling
- Clarifying
- Coaching



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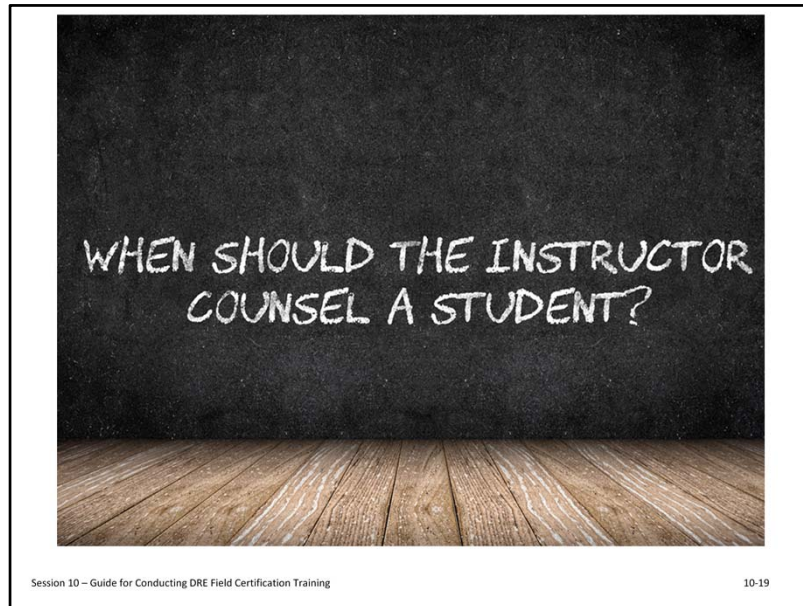
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D. CORRECTING LEARNING DEFICIENCIES

When an instructor identifies a learning deficiency during certification training, he or she must work with the candidate to correct the deficiency.

- One form of corrective action is **counseling**, which basically means pointing out to the candidate he or she has made a mistake
- Another form of corrective action involves **clarifying**, which means explaining to the candidate how to do correctly whatever it is the candidate is doing wrong
- The third form is **coaching**, which means observing and guiding the candidate as he or she tries to do it the right way

Point out when a candidate makes a mistake, it is often necessary to use all three kinds of corrective action.



When should the instructor counsel a candidate?

Solicit participants' responses to the "when to counsel?" question. Gently guide the discussion toward the conclusion it all depends on the situation.

Sometimes it is appropriate -- or even essential -- to point out the mistake immediately.

Ask participants for examples of mistakes that should be pointed out immediately. Some plausible examples of immediate counseling situations:

- ***The candidate is about to examine the subject physically but isn't yet wearing protective gloves***
- ***The candidate administers the Modified Romberg Balance test but neglects to tell the subject to estimate the passage of 30 seconds***

Comment on other examples supplied by participants.

Sometimes it may be acceptable to **delay** in pointing out the mistake to the candidate.

Example: It is a candidate's first certification training and he or she is examining the very first subject. The candidate reaches for the subject's right wrist and begins to count the pulse. What should the instructor do? Solicit participants' responses to this question. Probe for ideas by asking these follow-up questions:

- ***What advantages might be gained if the instructor allows the candidate to proceed with the right-wrist pulse measurement?***
- ***What disadvantages might be created if the instructor immediately jumps in and tells the candidate to shift to the left wrist?***

It can be very frustrating – and unnerving – to the candidate if the instructor always “pounces” right away on every mistake. It might be better to delay mentioning a relatively minor mistake to allow the candidate to focus on more important elements of the skill being practiced.

Example: Let the candidate go ahead and concentrate on finding the pulse point and counting the beats and point out later he or she used the wrong wrist.



The basic idea is to make certification training as productive as possible for the candidate.

This is especially important during the first few nights of certification training, when most mistakes are likely to occur.

However, the instructor always must make certain the candidate becomes aware of his or her mistakes. One technique of counseling that can be effective when a minor mistake has been made is to ask the **candidate** what he or she did wrong

Example: When the candidate used the right wrist, the instructor could wait until the pulse measurement was made and recorded, then say “Jim, you seemed to do a good job locating and counting the pulse. But think about exactly how – and where – you did it; is there something you should have done differently?”

As the instructor, you have to make the “judgment call” about whether you should point out a mistake immediately to the candidate. Sometimes you’ll have to counsel them right away; sometimes it’s best to wait a minute or two; sometimes you can even wait until the evaluation is completed before pointing out a mistake

- ALWAYS REMEMBER: At some point you need to tell the candidate about each mistake he or she made.

Solicit participants’ questions about counseling. Ask participants: “What is the second type of corrective action mentioned earlier?” Clarify (reveal next slide)

Clarify

- Verbal clarification first
- Physical demonstration



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It is also the instructor's responsibility to clarify for the candidate what he or she is doing wrong, and how to do it right.

- Always try a verbal clarification first, i.e., **explain to the candidate what he or she did incorrectly and verbally remind the candidate how to do it right.**
 - Example: Suppose the candidate positions the penlight too far from the subject's face when performing the direct-light estimation of pupil size. The instructor might clarify the problem by saying the following: "You're holding the penlight too far from his eye. See how the circle of light is spread out onto his forehead and down onto his cheek? Remember, we want to have the light just fill the eye socket. So move the penlight a bit closer to his eye."
- If a verbal clarification doesn't correct the problem, you must give a physical demonstration, i.e., you will have to show the candidate how to do it.

Procedures for Clarifying

- Give a step-by-step verbal overview
- Demonstrate “by the numbers”
- Demonstrate more than once
- Involve the candidate



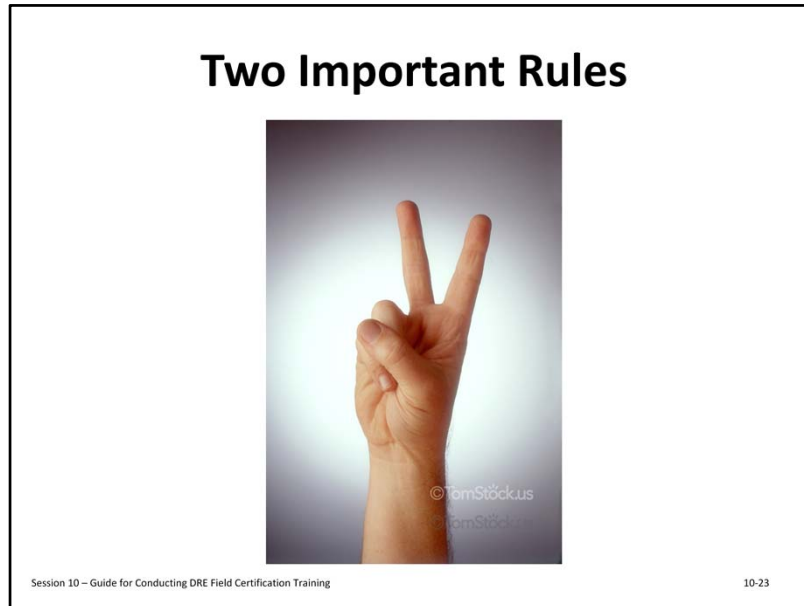
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Procedures for Clarifying

Follow the same procedures you would use to give a classroom demonstration:

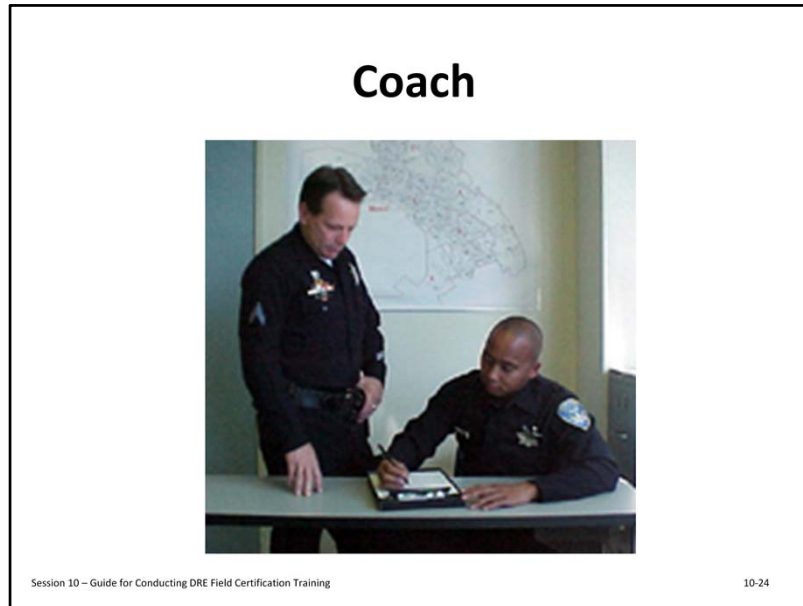
- First, give a step-by-step verbal overview of what you are about to show the candidate
- Next, demonstrate “by the numbers,” i.e., perform each step in the proper way and in the correct sequence
- Be sure to demonstrate more than once
- Finally, involve the candidate. Have him or her try to perform the skill under your guidance



Two Important Rules

Two important rules for clarifying things to candidates:

- NEVER let the candidate sense you are exasperated or angry because you have to explain or show something to him or her again, **i.e., never let the candidate feel you think he or she is stupid.**
- DON'T BE TOO QUICK to "jump in" with a physical demonstration: first try simply to explain verbally what he or she needs to do to correct a problem, **i.e., don't immediately react to a candidate's mistake by saying "Stop. Watch me do it one more time."** Doing that can make the candidate feel he or she is totally inept.



Coach

Finally, as an instructor in certification training, it is always your duty to **coach** your candidates.

During a candidate's first few evaluations of real, live subjects, you can coach by talking the candidate through the evaluation.

“Talking through” means reminding the candidate what to do and how to do it at each step of the evaluation. As the candidate progresses, you should stop “talking through” but you must continue to monitor his or her work.

A MOST IMPORTANT RULE: It is just as important to give positive feedback as it is to offer constructive counseling.

- Each time you observe a candidate conduct an evaluation, try to find something positive you can say about his or her performance
- Tell the candidate

Solicit questions and comments about the instructor's role in counseling, clarifying, and coaching.



E. ADMINISTERING THE CERTIFICATION KNOWLEDGE EXAM

Hand out a copy of the Certification Knowledge Examination to the candidates.

The purpose of the Certification Knowledge Examination is to verify the candidate is fully conversant with drug signs and symptoms and fully understands the concepts of drug combinations.

- It is a Knowledge examination, not a test of the candidate's ability to conduct evaluations
- It is a milestone the candidate must reach before he or she can be considered for certification
- Passing this knowledge exam does not automatically or immediately result in certification

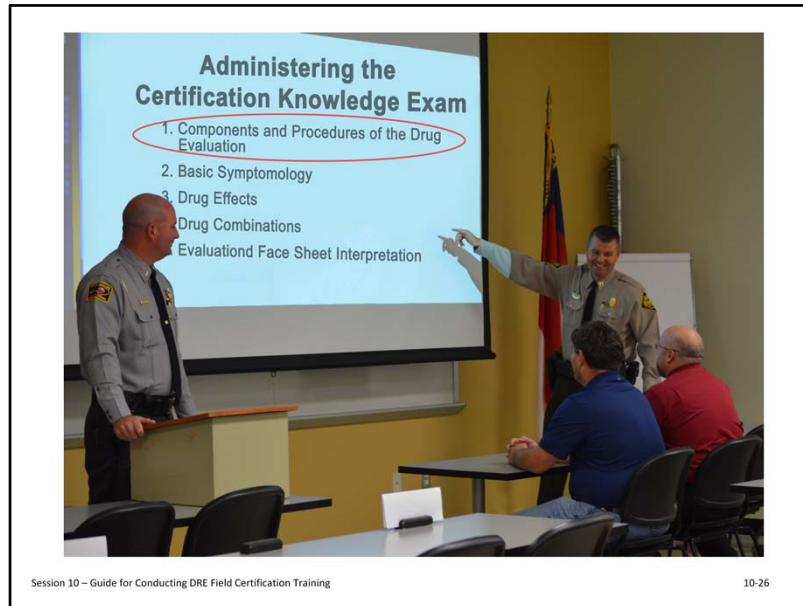
The Certification Knowledge Examination must not be administered before the candidate has participated in at least six evaluations of persons suspected of drug impairment.

Note: Individual States may impose more restrictive limits concerning when the Certification Knowledge Exam may be taken. Instructors should consult the State or Agency DRE coordinators before administering the exam.

If you are not satisfied the candidate has made sufficient progress to be ready for the exam, feel free to delay it for one, two, or several nights. In order to "pass" the milestone of the Certification Knowledge Exam, the candidate must "acceptably" answer every question on it.

Hand out the Instructor version of the exam with the criteria for "acceptable answers".

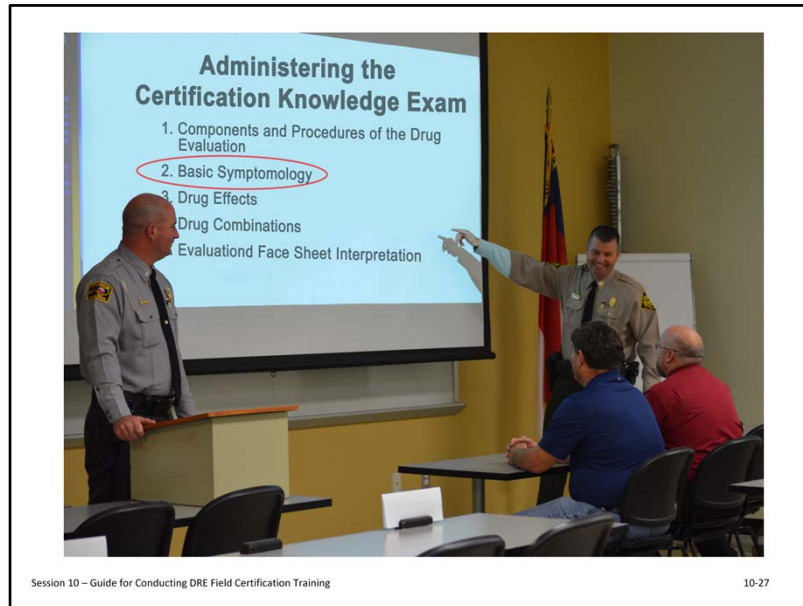
The exam is not scored numerically. Each part of the exam must be completed correctly before the candidate can become certified.



Acceptable answers for Part One: Components and Procedures of the Drug Influence Evaluation

Direct participants' attention to the end of their session. Review the "acceptable answers" to the 15 questions of Part One.

1. List the three Standardized Field Sobriety Tests. ***(HGN; WAT; OLS)***
 2. How many times do we take the suspect's pulse? ***(Three)***
 3. In a blood pressure measurement, the Higher and Lower figures are ____? ***(systolic; diastolic)***
 4. List the tests used to assess divided attention. ***(Modified Romberg Balance; WAT; OLS; Finger to Nose)***
 5. When do we evaluate internal clock? ***(During the Modified Romberg Balance test)***
 6. During the Walk and Turn, the subject must take _____. ***(nine and nine)***
 7. Under what three lighting conditions do we check pupils? ***(room light; near-total darkness; direct)***
 8. Which categories cause lack of convergence? ***(CNS Depressants; Dissociative Anesthetics; Inhalants; Cannabis)***
 9. What are the signs of a fresh puncture? ***(red dot; oozing fluid; raised skin surface)***
 10. What is the DRE average range of blood pressure? ***(120-140/70-90)***
 11. What is the DRE average range of pulse rate? ***(60-90)***
 12. What is the DRE range of human pupil size in room light? ***(2.5 mm - 5.0 mm)***
 13. What is considered average body temperature? ***(98.6 + or - one degree)***
 14. What is lack of convergence is described as? ***(Inability to cross eyes)***
 15. Rebound dilation is described as? ***(A period of constriction followed by a period of dilation)***
-
-



Acceptable answers for Part Two: the Basic Symptomatology Matrix.

The candidate should be able to reproduce the basic symptomatology matrix without any significant errors.

Errors:

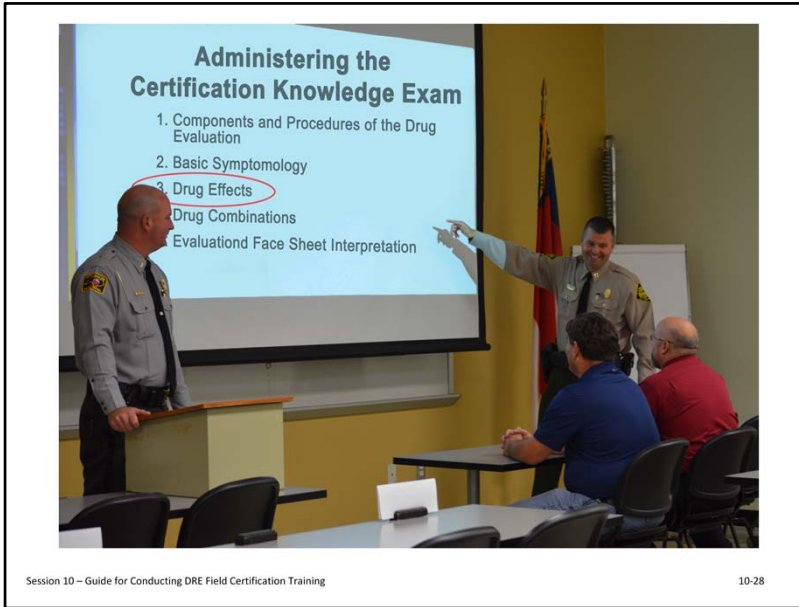
- An “error” would be a failure to indicate an eye sign or vital sign that is usually associated with the particular category

For example, if the candidate indicates HGN is “not present” with CNS Depressants or pupil size is “near normal” with CNS Stimulants, those would be errors.

- An “error” would also be indicating a category causes an effect that it really doesn’t

For example, if the candidate indicates Cannabis causes HGN or a Dissociative Anesthetic slows the reaction of the pupils to light, those would be “errors”.

Once the candidate manages to reproduce the basic Symptomatology Matrix without any errors, they will have “passed” Part Two of the examination.

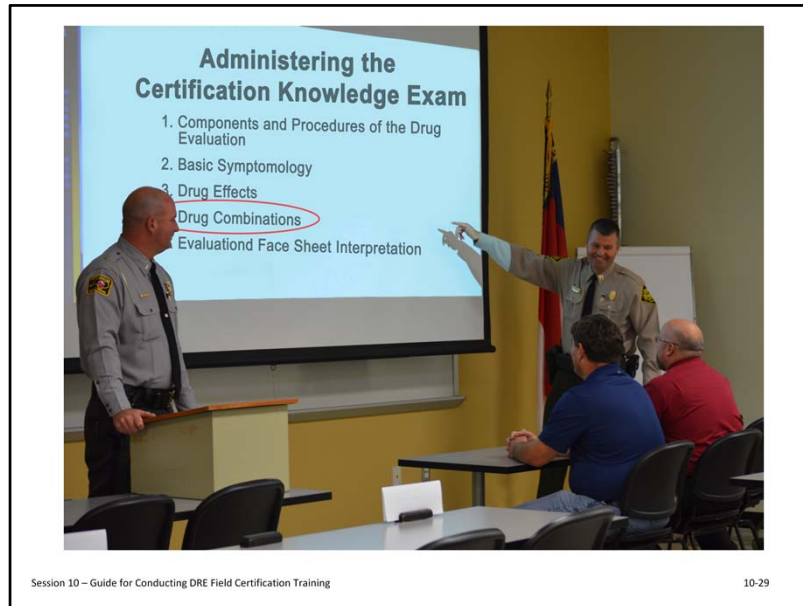


Acceptable answers to Part Three: Drug Effects

Responses can appear in any order as long as all four effects are accurately described.

Part Three is in two sections. Section one provides the definitions to each drug effect and section two provides that the candidate give examples of the drug combinations that would produce each of the four effects.

- Null Effect (Combination of no action plus no action equals no action)
- Overlapping Effect (Action plus no action equals action)
- Additive Effect (Action plus the same action produces reinforced action)
- Antagonistic Effect (Action versus opposite action; cannot predict the outcome)



Acceptable answers to Part Four: Drug Combinations

- The candidate should be able to write a detailed description of what would be observed in an evaluation of a subject under the influence of each of the four drug combinations

Point out the first combination listed in the exam is “Hallucinogen and Alcohol”. Write “Hallucinogen and Alcohol” on the dry erase board or easel/easel pad.

- The description must include eye signs; vital signs; psychophysical signs; and, expected duration of effects

Ask participants: “What eye signs would we expect to see in a Hallucinogen and alcohol combo?” Write participants’ responses on the dry erase board or easel/easel pad.

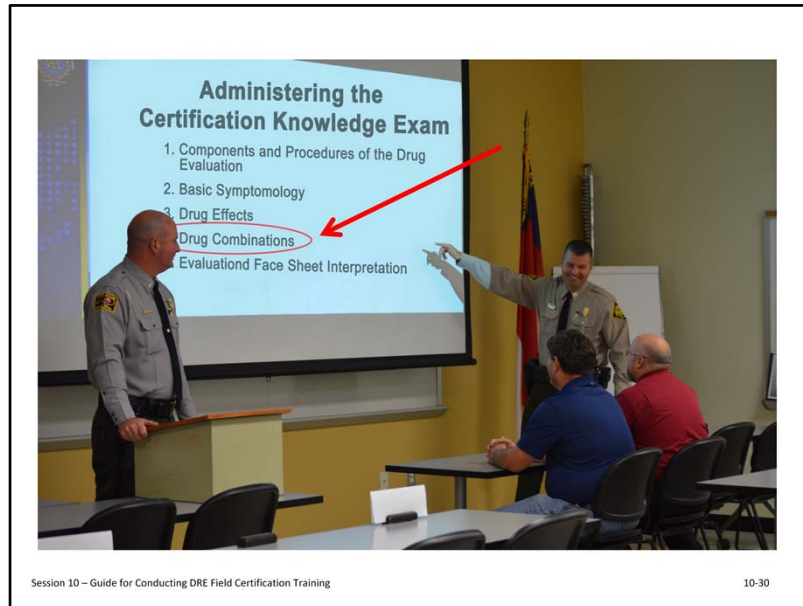
Eye signs for Hallucinogen & Alcohol:

- **HGN Present**, due to alcohol
- **Vertical Nystagmus Possibly Present**, due to alcohol
- **Lack of Convergence Present**, due to alcohol
- **Pupils Dilated**, due to the Hallucinogen
- **Reaction to Light Slowed**, due to alcohol

Vital Signs for Hallucinogen and Alcohol:

Ask participants: “What vital signs would we expect to see in a Hallucinogen and alcohol combo?” Write participants’ responses on the dry erase board or easel/easel pad.

- Pulse Rate elevated, due to Hallucinogen
- Blood Pressure –up/down or normal
- Temperature elevated, due to Hallucinogen



Acceptable answers to Part Four: Drug Combinations

Psychophysical Signs for Hallucinogen and Alcohol:

Ask participants: “What kinds of indications would we expect to see during the psychophysical tests in a Hallucinogen and alcohol combo?” Write participants’ responses on the dry erase board.

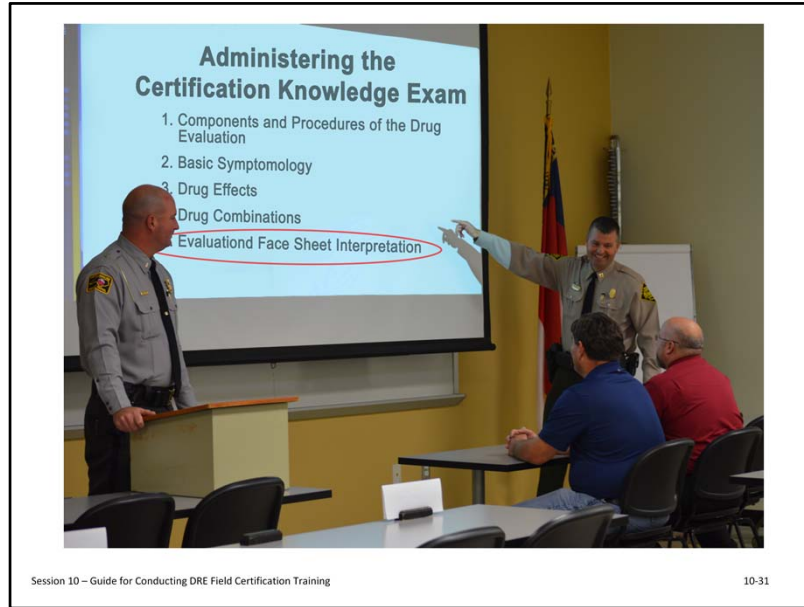
- Impaired Divided Attention, due to both drugs
- Muscle Tone – near normal
- Body Tremors possible, due to Hallucinogens

Expected Duration of Effects for Hallucinogen and Alcohol

Ask participants: “What comments would you offer about the expected duration of effects?” Write participants’ responses on the dry erase board

Point out this is the kind of detailed, accurate information candidates are expected to provide on Part Three of the exam.

Pupil size may return to near normal, while vitals remain elevated and nystagmus continues to be observed.



Acceptable answers to Part Five: Evaluation Face Sheet Interpretation

The candidate is asked to review five evaluation Face Sheets and list the category or categories causing impairment. The candidate must write a complete detailed narrative report for one of the five evaluations.

- Subject “Michael” – CNS Depressant and ETOH (Alcohol)
- Subject “Harlon” – Inhalant
- Subject “David” – Narcotic Analgesic
- Subject “Alice” – CNS Stimulant
- Subject “Arnold” – Cannabis

Point out the importance of the candidate writing a detailed report similar to what they would complete on an actual DRE evaluation.

Solicit participants’ questions about the Certification Knowledge Examination.

Signing Off on the Candidates' Certification Progress Logs

[illegible]

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F. SIGNING OFF ON THE CANDIDATES' CERTIFICATION PROGRESS LOGS

- As a DRE Instructor you have the authority to place your signature on various lines of a Candidate's Certification Progress log
- The candidate receives a copy of the log, totally blank, in the candidate Pre-School manual

The candidate should bring the Progress Log to the DRE School and every certification training.

- The candidate brings the log to all subsequent DRE training events
- Each time the candidate achieves a milestone in the training, an instructor must sign the line on the log signifying the milestone was reached.

Certification Progress Logs

Line #1 – Pre-School

IACP Drug Evaluation and Classification Certification Progress Log					
Please Print or Type		For DRE only – IACP #		Date	
Candidate's Name _____		E-mail _____			
Agency _____		Phone _____			
Address _____					
City _____		State _____		Zip _____	
Item or Step	Date Completed	Location	Authorized Signature	IACP DRE #	Agency
001 Pre-School					
SFST Proficiency					
DRE School					
DRE School Final Exam					
Evaluation #1					
Evaluation #2					
Evaluation #3					
Evaluation #4					
Evaluation #5					
Evaluation #6					
Evaluation #7					
Evaluation #8					
Evaluation #9					
Evaluation #10					
Evaluation #11					
Evaluation #12*					
Certification Knowledge Exam					
Curriculum Vitae Reviewed and Approved					
Completed Minimum Number of Evaluations**					
Identified the Minimum Number of Drug Categories					
Rolling Log Reviewed					
Toxicology Consistent**					
Recommendations for Certification (Standard 1.15)			Authorized Signature	IACP DRE #	Date
			(1)		
			(2)		
I recommend this student for certification. (Agency Coordinator – if applicable) I hereby certify this student and request IACP acknowledgment. (State Coordinator – optional) Candidate's Name Entered into Tracking System? Yes No					

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G. CERTIFICATION STANDARDS

The IACP International Standards guide you in determining whether you can and should “sign off” on each line of the log.

Line #1: Pre-School: Sign this line only if you are satisfied the candidate has achieved the learning objectives of the Pre-School. Achievements would include:

- Defining the term “drug” as it is used in the DEC Program
- Identifying the 12 steps in the drug influence evaluation
- Demonstrating proficiency in the administration of the psychophysical tests
- Conducting the eye examinations that are part of the drug influence evaluation
- Measuring vital signs
- Listing the signs, symptoms, and indicators of impairment for each of the seven drug categories
- Describing the history and physiology of alcohol as a drug
 - **If you are not satisfied the candidate has met all of the objectives, do not sign the first line of his or her Progress Log**

Emphasize: It is entirely the instructor’s responsibility to verify the candidate has in fact met the objectives listed above.

- Usually a candidate qualifies for your signature on line one by attending and performing successfully during all sessions of the Pre-School
- However, the IACP International Standards allow for the possibility of a candidate achieving the Pre-School learning objectives through some other approved means

Certification Progress Logs

Line #2 – SFST Proficiency

Line #3 – DRE School

IACP Drug Evaluation and Classification Certification Progress Log					
Please Print or Type		For IACP use only: DRE #		Date	
Candidate's Name _____		E-mail _____			
Agency _____		Phone _____			
Address _____					
City _____		State _____		Zip _____	
Item or Step	Date Completed	Location	Authorized Signature	IACP DRE #	Agency
DRE Pre-School					
SFST Proficiency					
DRE School					
DRE School Final Exam					
Evaluation #1					
Evaluation #2					
Evaluation #3					
Evaluation #4					
Evaluation #5					
Evaluation #6					
Evaluation #7					
Evaluation #8					
Evaluation #9					
Evaluation #10					
Evaluation #11					
Evaluation #12*					
Certification Knowledge Exam					
Curriculum Vitae Reviewed and Approved					
Completed Minimum Number of Evaluations**					
Identified the Minimum Number of Drug Categories					
Rolling Log Reviewed					
Toxicology Consensus**					
Recommendations for Certification (Standard 1.13)			Authorized Signature	IACP DRE #	Date
			(1)		
			(2)		
I recommend this student for certification.					
I signed this certificate – if applicable –					
I hereby certify this student and request IACP recognition.					
Date: _____ Signature: _____					
Candidate's Name Entered into Tracking System?			Yes	No	

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G. CERTIFICATION STANDARDS

Line #2 SFST Proficiency

Emphasize: Under the IACP International Standards for the DEC Program, all DRE candidates must attend and complete the NHTSA/IACP-approved course of instruction in SFSTs or an equivalent curriculum approved by the IACP. No one can progress to DRE School as a candidate unless an instructor has signed off on the second line of his or her Certification Progress Log.

- No candidate is permitted to progress to the 7-Day DRE School until he or she has demonstrated proficiency in administering and interpreting the:
 - o Horizontal Gaze Nystagmus Test
 - o Walk and Turn Test
 - o One Leg Stand Test
- You must explicitly test the candidate to verify proficiency by having the candidate demonstrate exactly how he or she administers each of these three tests
- The candidate must also be able to articulate the validated clues of impairment
- Sign the second line only if you are confident the candidate is in fact proficient with the SFSTs

Line #3 DRE School

- You will sign the third line only if the candidate has attended all sessions of the 7-Day DRE School or all sessions of some other school that has been explicitly recognized by IACP as equivalent to the DRE School
- If a candidate has been enrolled in a school but for whatever reason missed a portion of it, you cannot sign the third line until the candidate makes up the missed portions **Example: Court appearance, etc.**

Note: The missed portion can be made up through remedial classes conducted after normal hours of the school. Note: Your signature on the third line does not signify the candidate has passed the DRE School, but simply attests he or she has attended the entire school.

Certification Progress Logs

Line #4 – Final Exam

Lines #5-12 – Evaluations

Drug Evaluation and Classification Certification Progress Log

Please Print or Type For IACP article: 104.1 Date: _____

Candidate's Name _____	E-mail _____		
Agency _____	Phone _____		
Address _____			
City _____		State _____	Zip _____

Item or Step	Date Completed	Location	Authorized Signature	IACP DCE #	Agency
DRE for School					
SFST Proficiency					
DRE School					
DRE School Final Exam					
Evaluation 11					
Evaluation 12					
Evaluation 13					
Evaluation 14					
Evaluation 15					
Evaluation 16					
Evaluation 17					
Evaluation 18					
Evaluation 19					
Evaluation 110					
Evaluation 111					
Evaluation 112*					
Certification Knowledge Exam					
Curriculum Value Reviewed and Approved					
Completed Minimum Number of Evaluations*					
Identified the Minimum Number of Drug Categories					
Rolling Log Reviewed					
Toxicology Courses**					

Recommendation for Certification (Standard 1.15)	Authorized Signature	IACP DCE #	Date

I recommend this student for certification.

Agency Coordinator – (if applicable)

I hereby certify the student and request IACP credentialing

DRE Coordinator – (signature)

Candidate's Name Entered into Tracking System? Yes No

Session 10 – Guide for Conducting DRE Field Certification Training

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Line #4: Final Exam

- Your signature on the fourth line verifies the candidate has passed the DRE School final exam
- If the candidate attempts the exam and fails, the IACP International Standards allow the candidate one more try

Point out to pass the candidate must take the IACP-approved 100-question final examination and achieve a grade of 80% or better.

The second attempt must also involve an IACP-approved 100-question exam. (Form B)

- The exam cannot be taken any sooner than two weeks following the first attempt and it must be taken within four weeks of the completion of the DRE School
- If the candidate fails the second attempt, he or she will have to repeat the entire 7-day DRE School or drop out of the program

Lines #5 - 12 Evaluations

- You will sign each line:
 - 1) every time a candidate participates in conducting an evaluation you **personally have observed in its entirety**, and
 - 2) have approved the narrative
- You will document the candidate's performance on the Field Certification Instructor Observation Form for every evaluation you supervise and observe

Note: A Field Certification Instructor Observation Form is to be used with each evaluation. A form is provided in Session 30 of the 7-Day School.

Additional spaces for as many as 20 evaluations are provided on the back of the Progress Log Form.

Certification Progress Logs

Lines #17-18 – CKE

Line #19 – Curriculum Vitae

IACP Drug Evaluation and Classification Certification Progress Log					
Candidate's Name		Phone		E-mail	
Agency		Phone			
Address					
City	State	Zip			
Item or Step	Date Completed	Location	Authorized Signature	IACP DRE #	Agency
DRE Pre-School					
DRE Proficiency					
DRE School					
DRE School Final Exam					
Evaluation #1					
Evaluation #2					
Evaluation #3					
Evaluation #4					
Evaluation #5					
Evaluation #6					
Evaluation #7					
Evaluation #8					
Evaluation #9					
Evaluation #10					
Evaluation #11					
Evaluation #12*					
Certification Knowledge Exam					
Curriculum Vitae Reviewed and Approved					
Completed Minimum Number of Evaluations**					
Marked the Minimum Number of Drug Collection					
Rolling Log Reviewed					
Knowledge Consistent**					

Recommendation for Certification (Standard 1.11)		Authorized Signature	IACP DRE #	Date
I recommend this student for certification.				
Agency Coordinator - if applicable				
I hereby certify this student and request IACP consideration				
State Coordinator - if required				

*Candidate's Name Entered into Tracking System? Yes No

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Note: The same instructor should not sign off on 12 evaluations. (A minimum of two DRE Instructors shall observe certification evaluations in order to recommend a candidate for DRE certification.) The International Standards for the DEC Program establish this criteria. Note: Some agencies require the candidate to conduct more than 12 evaluations before being certified as a DRE.

To receive credit for a certification evaluation, the evaluation must be observed in its entirety by you, the instructor. You cannot sign for a partially observed evaluation. Signing off on an evaluation means you observed it from start to finish, reviewed the evaluation with the candidate, completed an observation form, concurred with the candidate's opinion, and reviewed the candidate's report.

Lines #17-18: Certification Knowledge Exam

- The criteria for determining whether a candidate has passed the Certification Knowledge Examination was detailed earlier in this training
- Sign this line only when the candidate has satisfactorily completed the exam, demonstrating a comprehensive understanding of the DRE process, procedures, and materials. The exam must be administered and reviewed by two instructors (refer to International Standard 1.12)

Line #19: Curriculum Vitae

- Reviewed and Approved
 - o You will sign this line only after you have personally reviewed the candidate's written Curriculum Vitae (C.V.)
 - o Verify it contains information that actually describes his or her education, training, and experience of relevance to the DEC Program

Certification Progress Logs

**Line #20 – Completed
Minimum Number of
Evaluations**

**Line #21 – Identify
Minimum Drug Categories**

IACP Drug Evaluation and Classification Certification Progress Log					
Please Print or Type		For IACP use only – DRE #		Date	
Candidate's Name _____		E-mail _____			
Agency _____		Phone _____			
Address _____					
City _____	State _____	Zip _____			
Item or Step	Date Completed	Location	Authorized Signatures	IACP DRE #	Agency
DRE Pre-School					
DRE Proficiency					
DRE School					
DRE School Final Exam					
Evaluation #1					
Evaluation #2					
Evaluation #3					
Evaluation #4					
Evaluation #5					
Evaluation #6					
Evaluation #7					
Evaluation #8					
Evaluation #9					
Evaluation #10					
Evaluation #11					
Evaluation #12*					
Certification Knowledge Exam					
Candidate View Reviewed and Approved					
Completed Minimum Number of Evaluations*					
Identified the Minimum Number of Drug Categories					
Rolling Log Reviewed					
Knowledge Consistent**					
Recommendations for Certification (Standard 1.15)			Authorized Signature	IACP DRE #	Date
()					
(X)					
I recommend this student for certification.					
Agency Coordinator (if applicable)					
I hereby certify the student meets IACP understanding.					
State Coordinator (signature)					
Candidate's Name Entered into Tracking System? Yes No					

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Line #20: Completed Minimum Number of Evaluations

- No candidate can be considered for certification until he or she has participated in at least 12 evaluations of persons suspected of drug impairment

However, an alcohol and/or medical impairment evaluation can count toward the 12 evaluations for Line #19.

- No candidate can be considered for certification until he or she has participated in at least 12 evaluations of persons suspected of drug impairment
- The candidate must have served as the evaluator in at least six evaluations
- You must not sign line #19 unless both of those conditions have been met
- Some agencies participating in the DEC Program have adopted standards more stringent than IACP's

NOTE: If the State has adopted more stringent standards, do not sign Line #19 until they have been met.

- When you sign Line #19, you are only attesting the candidate has participated in the minimum number of evaluations required for certification

Line #21: Identify Minimum Drug Categories

- A candidate cannot be considered for certification until he or she has identified the effects of at least three different drug categories
- Alcohol does not count as one of the categories and cannot be considered toward a signature on Line #20
- The candidate actually has to identify the category, not the drug

A subject's refusal to submit to the chemical test does not count towards this requirement. (Refer to International Standard 1.11)

Certification Progress Logs

Line #22 – Rolling Log Review

Line #23 – Toxicology Consistent

Recommendations for Certification Signatures

Final Certification Signatures

IACP Drug Evaluation and Classification Certification Progress Log					
Please Print or Type		For IACP use only: DRE #		Date	
Candidate's Name _____		E-mail _____			
Agency _____		Phone _____			
Address _____					
City _____		State _____		Zip _____	
Item or Step	Date Completed	Location	Authorized Signatures	IACP DRE #	Agency
DRE Pre-School					
DRE Pre-Examination					
DRE School					
DRE School Final Exam					
Evaluation #1					
Evaluation #2					
Evaluation #3					
Evaluation #4					
Evaluation #5					
Evaluation #6					
Evaluation #7					
Evaluation #8					
Evaluation #9					
Evaluation #10					
Evaluation #11					
Evaluation #12*					
Certification Knowledge Exam					
Candidate's View Received and Approved					
Completed Minimum Number of Evaluations**					
Identified the Minimum Number of Drug Categories					
Rolling Log Reviewed					
Rolling Log Completed					
Recommendations for Certification (Standard 1.15)			Authorized Signatures	IACP DRE #	Date
(1)					
(2)					
I recommend this student for certification. Agency Coordinator, if applicable. I hereby certify this student will register IACP consistently. State Coordinator, if applicable.					
Candidate's Name Entered into Tracking System? Yes No					

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Line #22 Rolling Log Review

- Review the Rolling Log of each candidate you supervise at every certification session
- You should conduct a critical review of the Rolling Log when the candidate is very close to qualifying for certification. Verify the Log is up to date and complete, then sign Line #26

Line #23: Toxicology Consistent

- Toxicological analysis must confirm the candidate's opinion
- No candidate can be considered to have achieved "consistent toxicology" with less than 75% confirmation. The following rules apply:

- o The candidate must submit appropriate biological samples supported by forensic testing for at least nine of the subjects he or she has examined (International Standard 1.11)
- o A "confirmation" means the testing procedure found evidence the subject used a drug belonging to at least one of the identified categories
- o If the candidate concludes three drug categories are involved, the toxicology will be considered consistent only if two categories are confirmed

Recommendations for Certification Signatures

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 the candidate during the field certification process will verify the candidate meets all requirements for certification as a DRE. (Refer to International Standard 1.15)

Final Certification Signatures

Following completion of the certification requirements, copies of all relevant documents required – including test results, evaluation logs, and drug evaluation report – shall be forwarded to the agency coordinator (if applicable) who shall forward all documents to the DRE State Coordinator. The DRE State Coordinator will then sign off on the Certification Log and forward a copy to the IACP who will then credential and register each applicant as a certified DRE. (Refer to International Standard 1.16)

DRE Certification Standards

- Line #1: Pre-School
- Line #2: SFST Proficiency
- Line #3: DRE School
- Line #4: DRE School Final Exam
- Lines #5-#16: Evaluations
- Lines #17-#18: Certification Knowledge Exam
- Line #19: Curriculum Vitae
- Line #20: Minimum Number of Evaluations
- Line #21: Identify Minimum Drug Categories
- Line #22: Rolling Log
- Line #23: Toxicology



Session 10 – Guide for Conducting DRE Field Certification Training

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Review of the DRE Certification Standards

- Line #1: Pre-School
- Line #2: SFST Proficiency
- Line #3: DRE School
- Line #4: DRE School Final Exam
- Lines #5-16: Evaluations
- Line #17-18: Certification Knowledge Exam (two instructor signatures)
- Line #19: Curriculum Vitae Reviewed and Approved
- Line #20: Completed Minimum Number of Evaluations
- Line #21: Identify Minimum Drug Categories
- Line #22: Rolling Log Reviewed
- Line #23: Toxicology Consistent

DRE National Tracking System

Either during the certification process or immediately after certification, the DRE shall be entered into the DRE National Tracking System and/or a local State database. The DRE National Tracking System is a database that records all evaluations completed by certified DREs. The DRE National Tracking System can be accessed at <https://dredata.nhtsa.gov>

Recertification Guidelines

	IACP Drug Evaluation and Classification Program Recertification and Assurances
In accordance with the requirements set forth in Section 3.4 of the International Standards of the Drug Evaluation and Classification Program (October 2015) of the International Association of Chiefs of Police, I hereby certify that DEC State <u>IL</u> of the agency has complied with all of the recertification standards which apply and give my assurances that:	
(1) The above named DRE has conducted a minimum of four acceptable drug recognition evaluations since the date of last certification, all of which were reviewed and approved by a certified DRE instructor and one of which was witnessed by a certified DRE instructor, and (2) Completed a minimum of eight hours of DEC Program instructor approved recertification training since the date of the DRE's most recent certification, and (3) Presented an updated curriculum vitae and evaluation rating log to the appropriate coordinator for review, and (4) Is recommended for recertification by affixing my signature below:	
Agency Coordinator (if applicable)	Date
INSTRUCTOR RATING	
The above is also eligible for recertification as a DRE instructor.	
Agency Coordinator (if applicable)	Date
CONCURRENCE	
The first mentioned above remains certified as a DRE through <u>date</u> .	
DEC Program State Coordinator	State Date
This form may be duplicated	
Revised 5/2016	

Session 10 – Guide for Conducting DRE Field Certification Training

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Review of the DRE Recertification Standards

- One of the important roles of a DRE instructor is to ensure DREs complete recertification requirements as set forth in the International Standards for the DEC Program or your local State standards.

Local State DRE standards cannot be less stringent than the International Standards for the DEC Program.

- DREs are certified by the State for two years and must complete the following requirements to recertify:
 1. Perform four acceptable evaluations since the date of last certification, all of which shall be reviewed and approved by a certified DRE instructor and 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. Complete a minimum of eight hours of DEC Program State-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. Present an updated curriculum vitae and evaluation Rolling Log to the appropriate coordinator (or his designee) for review



H. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants regarding the certification process. Point out the IACP International Standards for the DEC Program are in the Appendices in the Administrator Guide.

They are also available online at the IACP DRE section website: www.iacp.org/drug-recognition-expert-section

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	Drug Recognition Expert Instructor Development Course
Session 11 – Course Review, Examination, Evaluation, and Wrap-Up	
  	February, 2017

Content Segments

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



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

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

Estimated time for Session 11: 2 Hours, 30 Minutes (depending on class size)

Contents

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

Materials

Presentation slides
DRE Pre-School and 7-Day School Administrator Guide
Post test

Instructional Notes are presented in bold italic throughout the sessions.



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

Estimated time for Session 11: 2 Hours, 30 Minutes

- ***Review: 1 Hour, 30 Minutes***
- ***Examination: 30 Minutes***
- ***Evaluation and Wrap-Up: 30 Minutes***

Materials:

- ***Presentation slides***
- ***DRE Pre-School and 7-Day School Administrator Guide***
- ***Post test***



A. REVIEW

What is learning?

At its core, the learning process is about change. Learning is a natural process through which lasting physical changes are made to the human brain and nervous system resulting in new knowledge, skills, and attitudes.

What is Instruction?



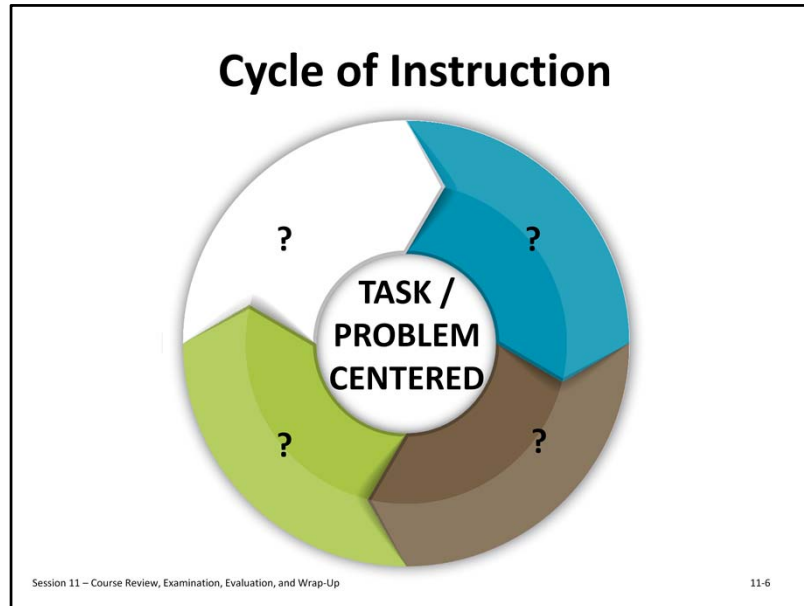
Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

11-5

What is instruction?

Definition: A conversational process engaged in by mutual consent by two or more agents for the purpose of promoting learning by one or both of the agents. (Gibbons, 2014)

[illegible]



Describe the Cycle of Instruction.

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

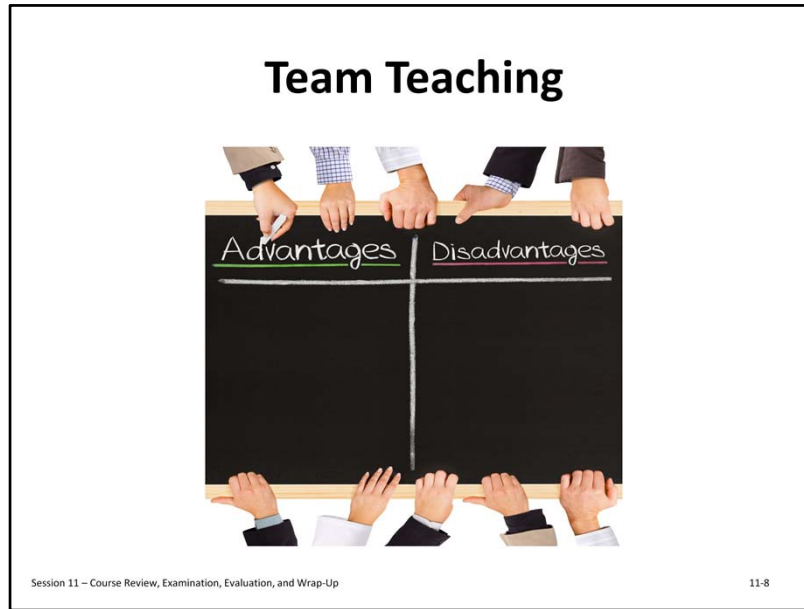


Describe Primacy.

We recall what we hear first and last, but the middle is more readily forgotten.

Open and close each presentation with attention grabbers and your most important points.

Ask: how do you plan on applying Primacy in your presentations?



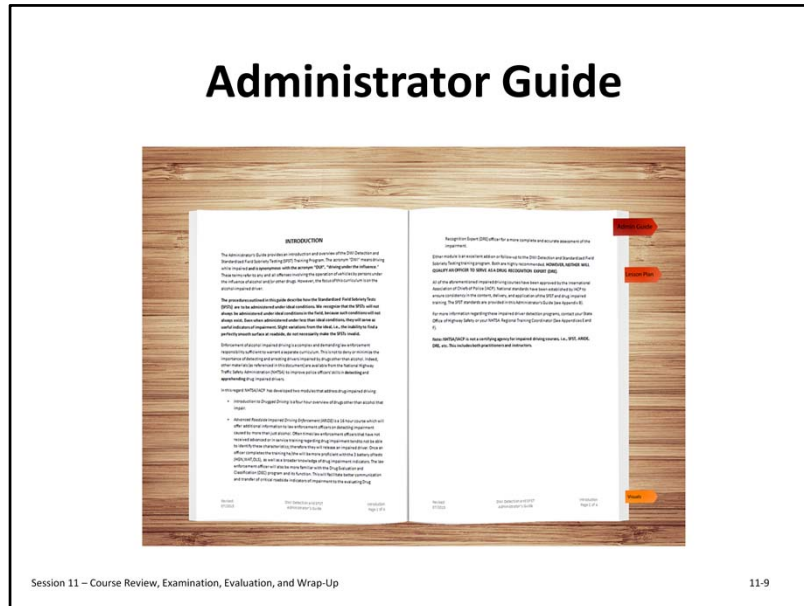
Describe the advantages and disadvantages of Team Teaching.

Advantages

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

Disadvantages

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

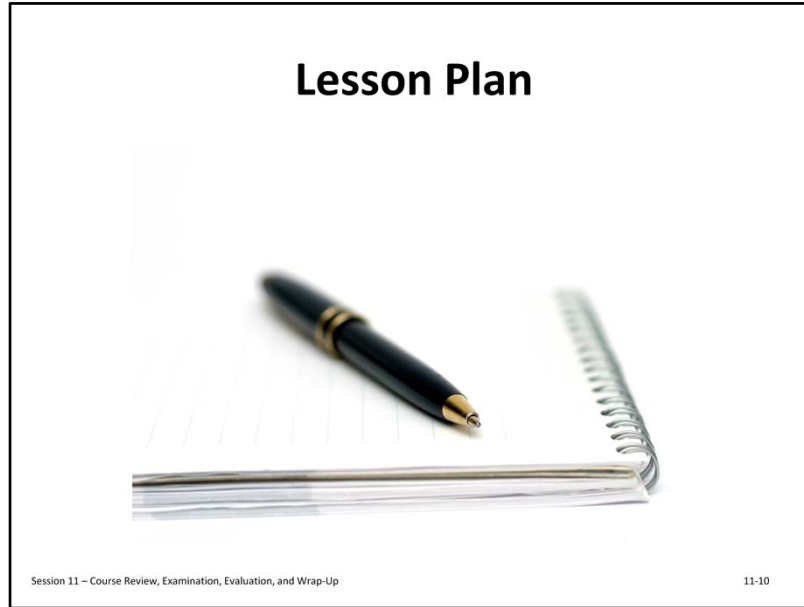


What is the purpose of the Administrator Guide?

Describe the contents of the DRE Pre-School and 7-Day School Administrator Guide.

Note: Have a copy of the complete DRE Pre-School and 7-Day School Administrator Guide available for discussion.

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



What are the purposes of the Lesson Plan?

- ***Help you get ready to teach***
- ***To help you stay on track while you are teaching the lesson***
- ***Ensure consistency of training***

Qualities of a Good Instructor



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

11-11

What are the qualities of a good instructor?

Basic qualities are required for a good DWI instructor:

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

What is Feedback?



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

11-12

What is feedback?

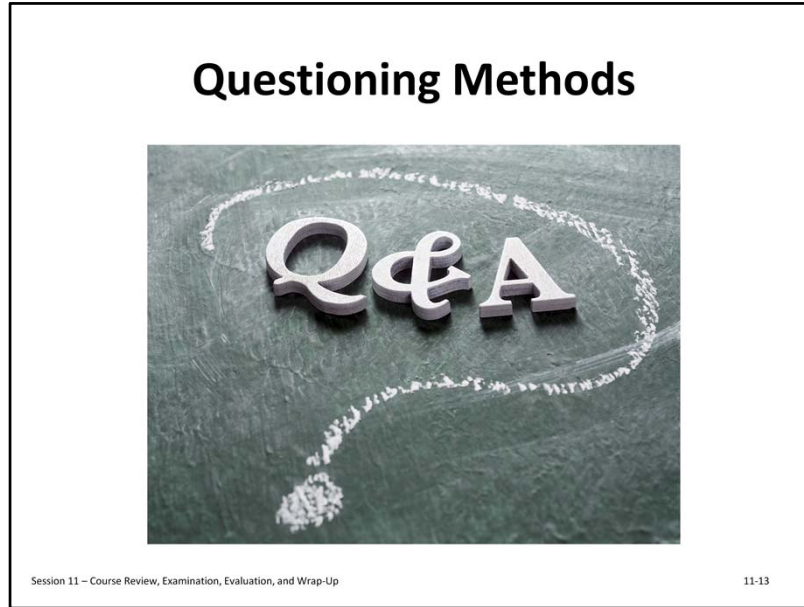
Feedback can be defined as any shared information that helps instructors and learners:

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

Why is feedback important?

In general, feedback is important to:

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



What are the three types of questions?

Ask the participants for examples of each.

Describe and review the questioning methods

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



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

Review the following with the participants:

- ***Commend participant***
- ***React with positive reinforcement***
- ***Don't give bland acknowledgement***
- ***Don't fail to give any reaction at all***

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

Review the following with the participants:

- ***Convey answer is incorrect***
- ***Do not react with frustration or anger***
- ***Do not embarrass the participant***
- ***Acknowledge partially correct answers***

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

Review the following with the participants:

- ***Provide the answer yourself***
 - ***Redirect the question to another learner***
 - ***Defer the question***
-
-

Problem Situations



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

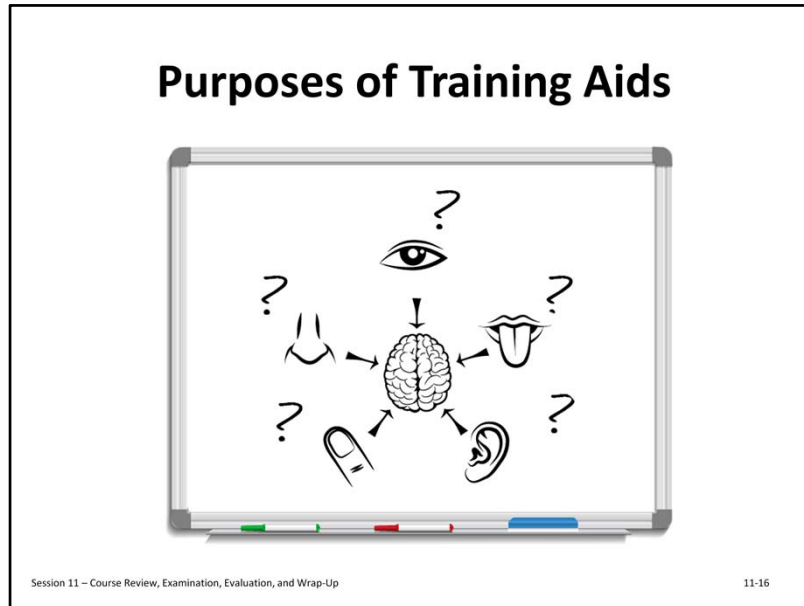
11-15

What are some key considerations for problem situations?

The key considerations to responding to problem situations created by participants are:

- ***Eliminate or minimize the problem behavior***
- ***Maintain the participant's self-esteem***
- ***Avoid further disruption to learning***

Emphasize: Instructors should avoid harming a participant's self-esteem; however, on rare occasions it may be more important to avoid further disruption to learning.



Describe the purposes of training aids?

Training aids are essential for effective instruction.

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



What are commonly used training aids?

- **Prepared wall charts**
 - *Are very useful for summarizing basic or fundamental information that applies broadly to the entire course of instruction or major segments of it*
 - *Can be prepared in advance*
 - *Are typically left on display for an extended period of time*
 - *Should be large enough to be easily seen by all participants*
 - *Usually should not occupy the center of visual attention in the classroom; the center should be reserved for the screen and easel/easel pad*
- **Audio/video**
 - *Always preview audio/video before showing them to participants*
 - *Ensure compatibility of audio/video playback equipment with media format*
 - *Ensure the format can be seen and heard by all participants in all parts of the room*
 - *All instructors must be conscious of how the audio or video may affect participants. If the content is potentially disturbing, instructors may want to provide an advisory warning regarding the content. Give participants the option to leave the room during the playing of the audio or video*
 - *Always discuss the presentations: do not simply show them and move on*
 - *Make sure the audio/video is relevant to the instruction/topic. As a reminder, any outside videos/DVDs not provided as part of the NHTSA/IACP-approved curriculum must be pre-approved by the course manager or training coordinator*

Other commonly used training aids:

- **Whiteboard or easel/easel pad**
- **Presentation slides**
- **Handouts**
- **Props**



Describe some of the considerations for planning an alcohol workshop.

Advanced planning should begin prior to the alcohol workshop.

- ***Select the volunteer drinkers***
- ***Prepare the volunteers***
- ***Secure the supplies***
- ***Select and assign monitors for the volunteers***
- ***Select and assign bartenders***
- ***Select and arrange facilities for the volunteer drinkers***
- ***Arrange transportation for the volunteer drinkers***
- ***Arrange for breath testing***

What are the quantity and qualifications for volunteer drinkers?

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

Eye Examinations



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

11-19

Eye Examinations: Horizontal Gaze Nystagmus

- What are the three validated clues of impairment established for HGN?
 - ***Lack of Smooth Pursuit***
 - ***Distinct and Sustained Nystagmus at Maximum Deviation***
 - ***Angle of Onset of Nystagmus***
- What formula expresses the approximate statistical relationship between BAC and the angle of onset of nystagmus? ***BAC = 50 – Angle of Onset***
- What categories of drugs usually will cause HGN?
 - ***CNS Depressants***
 - ***Dissociative Anesthetics***
 - ***Inhalants***
- What categories of drugs usually will cause LOC?
 - ***CNS Depressants***
 - ***Dissociative Anesthetics***
 - ***Inhalants***
 - ***Cannabis***

Review of the Darkroom Examinations

- What are the three lighting conditions under which we must estimate the size of the suspect's pupils?
 - ***Room Light***
 - ***Near Total Darkness***
 - ***Direct Light***
- How long should we wait in the Darkroom before beginning to check the suspect's pupils? ***At least 90 seconds***
- Name the device we use to estimate the size of the suspect's pupils. ***Pupillometer***
- What do the numbers on the Pupillometer refer to? ***The diameters of the dark circles/semi-circles***
- In what units of measurement are those numbers given? ***In millimeters***

General Review Questions



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

11-20

General Review Questions

- What is the medical or technical term for “droopy eyelids”? ***Ptosis***
- What does “Piloerection” mean? What drug often causes piloerection? ***“Piloerection” means “Hair Standing Up”, or “Goose Bumps”. It is often caused by LSD***
- What is the medical or technical term for Heroin? ***Diacetyl Morphine***
- Explain the terms “Null”, “Additive”, “Antagonistic” and “Overlapping” Effect as they apply to polydrug use. Give examples
 - ***“Null”: neither drug affects some specific indicator***
 - ***“Additive”: the two drugs produce some identical effects***
 - ***“Antagonistic”: the two drugs produce some directly opposite effects***
 - ***“Overlapping”: one drug affects some symptom that the other doesn’t affect, and vice versa***
- What is “Rebound Dilation”? ***“Rebound Dilation” is a period of pupillary constriction followed by a period of pupillary dilation where the pupil steadily increases in size and does not return to its original size.***
- What is pupillary unrest? ***The continuous change in the size of the pupils that may be observed under room or steady light conditions.***
- What does “Bruxism” mean? ***Grinding the teeth***
- What does the number denoting the size of a hypodermic needle refer to? ***The inside diameter of the needle***
- What does “Synesthesia” mean? ***A mixing of senses, i.e., hearing colors or seeing sounds***
- What is “Sinsemilla”? ***A variety of marijuana with a high concentration of THC***

12-Step Process



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

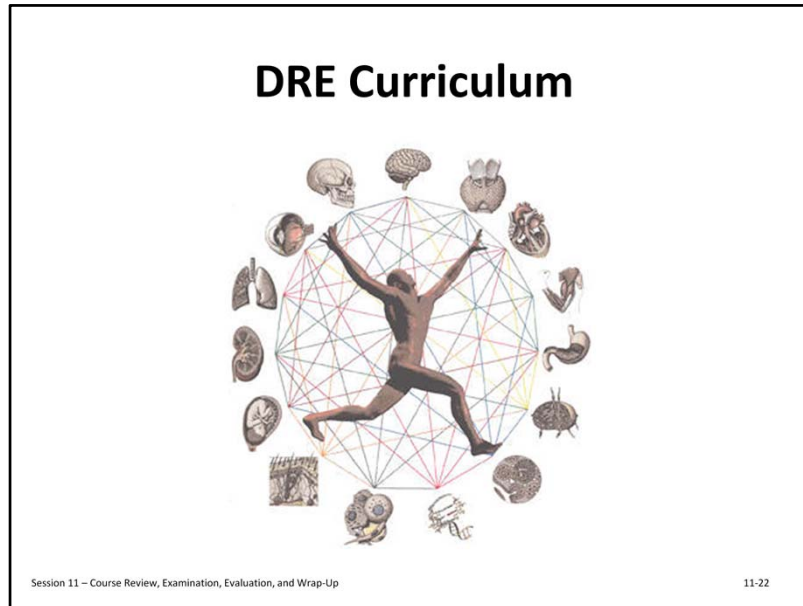
11-21

General Review Questions

- What are the twelve major components of the DRE drug influence evaluation?
 - **Breath Alcohol Test**
 - **Interview of Arresting Officer**
 - **Preliminary Examination**
 - **Examinations of the Eyes**
 - **Divided Attention Tests**
 - **Vital Signs Examinations**
 - **Dark Room Examinations**
 - **Examination for Muscle Tone**
 - **Examination for Injection Sites**
 - **Suspect's Statements**
 - **Opinion of the Evaluator**
 - **Toxicological Exam**

Review of Physiology

- **M is for Muscular System**
- **U is for Urinary System**
- **R is for Respiratory System**
- **D is for Digestive System**
- **E is for Endocrine System**
- **R is for Reproductive System**
- **S is for Skeletal System**
- **I is for Integumentary System**
- **N is for Nervous System**
- **C is for Circulatory System**



General Review Questions

- What is the distinction between the “Smooth” muscles and the “Striated” muscles? ***We consciously control the Striated; we don’t consciously control the Smooth***
- What do we call the chemicals produced by the Endocrine System? ***Hormones***
- What is a neuron? ***A nerve cell***
- Which two categories of drugs can most appropriately be called sympathomimetic? ***CNS Stimulants and Hallucinogens***
- Which category can most appropriately be called parasympathomimetic?
 - ***Narcotic Analgesics - Clarification: Cannabis, Dissociative Anesthetics, and Inhalants have some sympathomimetic characteristics, but not as many as do the Stimulants and Hallucinogens. CNS Depressants have parasympathomimetic characteristics, but not as many as the Narcotic Analgesics.***

Review of Physiology

- What is an artery? ***Strong, elastic blood vessel that carries blood from the heart to the body’s tissues and organs***
- What is a vein? ***Blood vessel that carries blood back to the heart from tissues and organs***



When can you, as an instructor, sign off on a candidate’s drug influence evaluation?
To receive credit for a certification evaluation, the evaluation must be observed in its entirety by you, the instructor. You cannot sign for a partially observed evaluation. Signing off on an evaluation means you observed it from start to finish, reviewed the evaluation with the candidate, completed an observation form, concurred with the candidate’s opinion, and reviewed the candidate’s report.

Who is authorized to recommend a DRE for certification to the DRE State Coordinator?
Only DRE instructors who have personally observed the candidate performing certification evaluations and have signed the Certification Progress Log.

How many instructors must administer and approve the Certification Knowledge Examination and what is required for approval?
Two instructors are required to approve and sign and only when the candidate has satisfactorily completed the exam, demonstrating a comprehensive understanding of the DRE process, procedures, and materials.

Recertification Guidelines



IACP Drug Evaluation and Classification Program
Recertification and Assurances

In accordance with the requirements set forth in Section 3.4 of the International Standards of the Drug Evaluation and Classification Program (October 2015) of the International Association of Chiefs of Police, I hereby certify that DRE name JACPH of the agency has complied with all of the recertification standards which apply and give my assurances that:

- (1) The above named DRE has conducted a minimum of four acceptable drug recognition evaluations since the date of last certification, all of which were reviewed and approved by a certified DRE instructor and one of which was witnessed by a certified DRE instructor, and
- (2) Completed a minimum of eight hours of DEC Program coordinator approved recertification training since the date of the DRE's most recent certification, and
- (3) Presented an updated curriculum vitae and evaluation rolling log to the appropriate coordinator for review, and
- (4) is recommended for recertification by affixing my signature below.

Agency Coordinator (if applicable) _____ Date _____

INSTRUCTOR RATING

The above is also eligible for recertification as a DRE instructor.

Agency Coordinator (if applicable) _____ Date _____

CONCURRENCE

The first mentioned above remains certified as a DRE through date

DEC Program State Coordinator _____ State _____ Date _____

This form may be duplicated

Revised 10/2015

Session 10 – Guide for Conducting DRE Field Certification Training

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What are the DRE instructor’s two primary roles in assisting another DRE in satisfying their certification requirements?

- 1. Review and approve four acceptable evaluations since the date of last certification**
- 2. Supervise one drug influence evaluation conducted by the recertifying DRE**

Final Examination



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

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B. FINAL EXAM

Distribute. Allow 30 minutes for completion. Passing grade is 80%.

If time allows, go over and review the final exam with the participants.

This image shows a single page from a notebook or ledger. It features ten evenly spaced, parallel horizontal black lines running across the width of the page. The background is plain white. There are no margins, text, or other markings present.

Closing Remarks



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

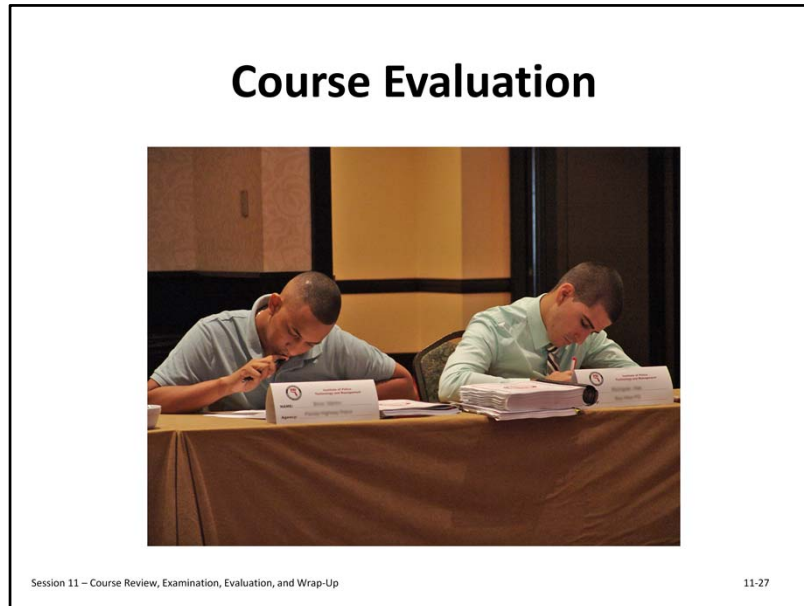
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C. CLOSING REMARKS

D. COURSE COMPLETION CERTIFICATES

Hand out completion certificates (if certificates are used).

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



E. COURSE EVALUATION

Distribute evaluation forms and request the participants be honest in providing their input. If they feel the course can be improved, solicit their recommendations for improvement.

Distribute critique forms and then collect them.

Questions and/or Concerns



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

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F. QUESTIONS AND/OR CONCERNS

Allow for participants to ask any final questions.

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