




Drug Recognition Expert Instructor Development Course

Participant Manual




February, 2017

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

Content Segments

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



Session 1 - Introduction

1-2

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




A. WELCOME

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

Session 1: Introduction

Session Objectives

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



Session 1 - Introduction

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Session Objectives

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

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

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

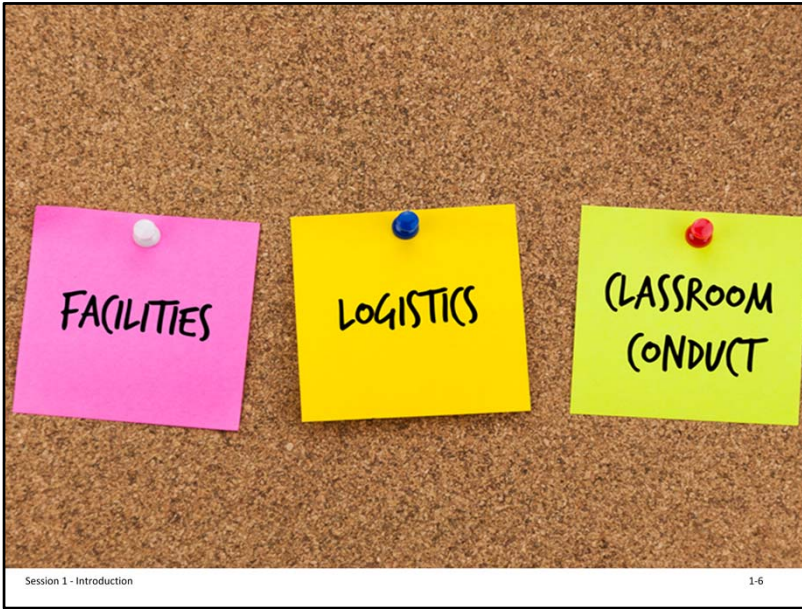
1-5

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

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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

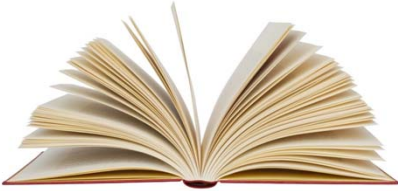
1-7

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

Course Format

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

Course Evaluation



Session 1 - Introduction

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Introductions



Session 1 - Introduction

1-10

D. INTRODUCTION

ACTIVITY: Windowpane

[illegible]

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)

Name: _____

Experience: _____

Goal for the course: _____

Your ideal job: _____

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E. FINAL PARTICIPATION DEMONSTRATION

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

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

Content Segments

- 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



Session 2 - Starting the Learning Conversation

2-2

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



Session 2: Starting a Learning Conversation

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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

Starting the Learning Conversation



Session 2 - Starting the Learning Conversation

2-6

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




B. INTRODUCTION TO LEARNING AND INSTRUCTION

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.

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

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 _____.

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.



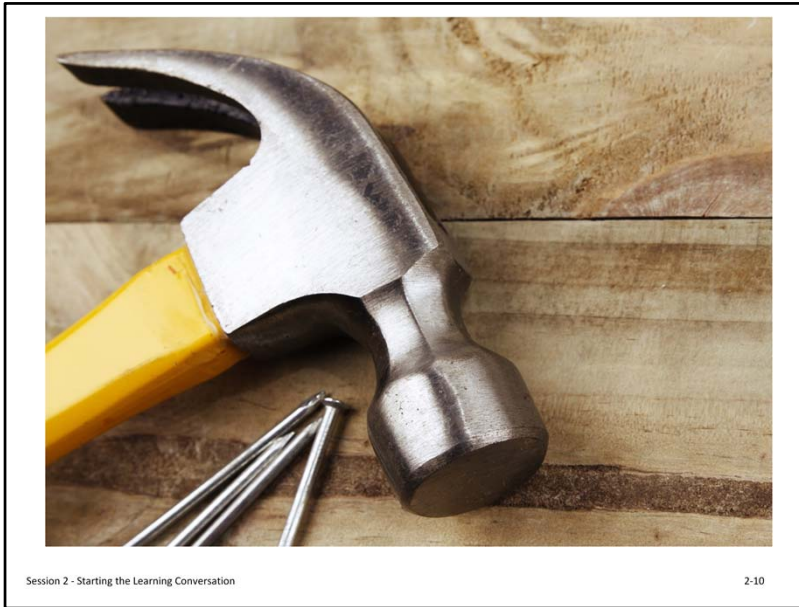
Domains of Learning

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



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.

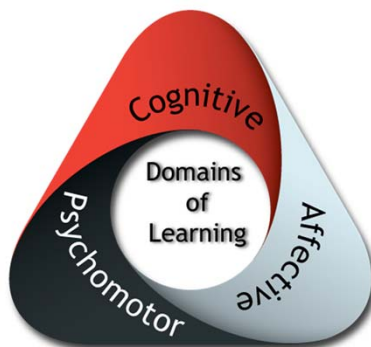
Every job, no matter how simple, requires the job performer be able to carry out some type of skills. If you don't have some skills, you won't perform the job well.

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.

Domains of Learning Exercise



Session 2 - Starting the Learning Conversation

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Maximizing Efficiency in Learning



Session 2 - Starting the Learning Conversation

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What is Instruction?



Session 2 - Starting the Learning Conversation

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What is instruction?

[illegible]

Key Components of Instruction

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



Session 2 - Starting the Learning Conversation

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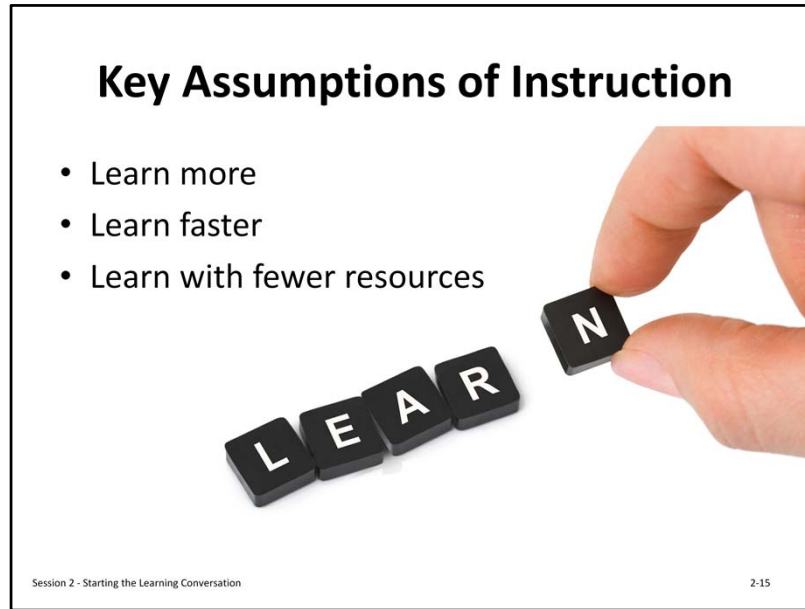
“At its core, instruction is a learning conversation.” We have explored the difference between learning and instruction. Next, we are ready to consider some of the ways the physical environment can impact learning.

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

Key Assumptions of Instruction

- Instruction helps people:

Remember

Apply

Enjoy

Session 2 - Starting the Learning Conversation

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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

Creating the Learning Environment



Session 2 - Starting the Learning Conversation

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C. CREATING THE LEARNING ENVIRONMENT

[illegible]

Impediments to a Good Learning Environment



Session 2 - Starting the Learning Conversation

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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

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Instructor's Responsibilities

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



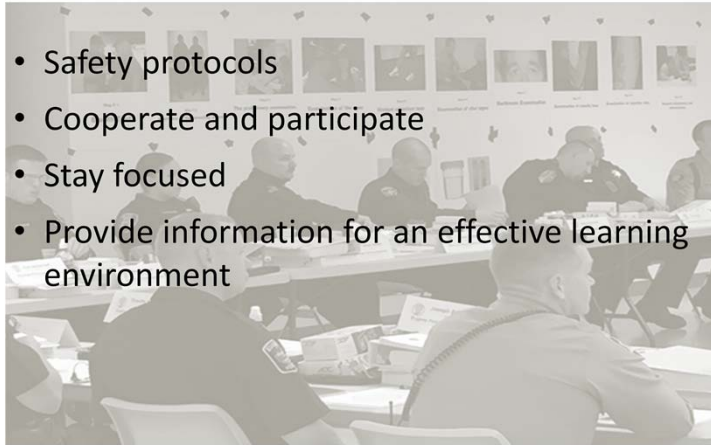
Session 2 - Starting the Learning Conversation 2-20

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

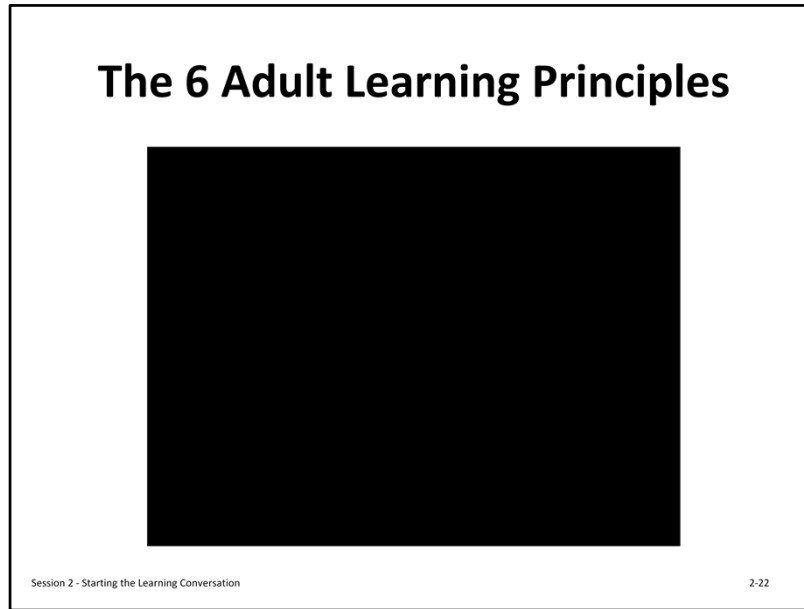


Session 2 - Starting the Learning Conversation

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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



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

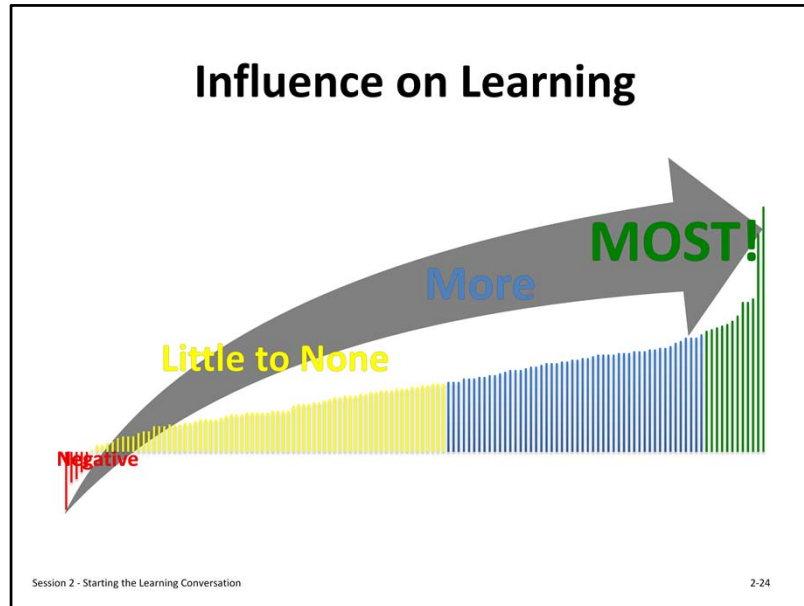


Session 2 - Starting the Learning Conversation

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

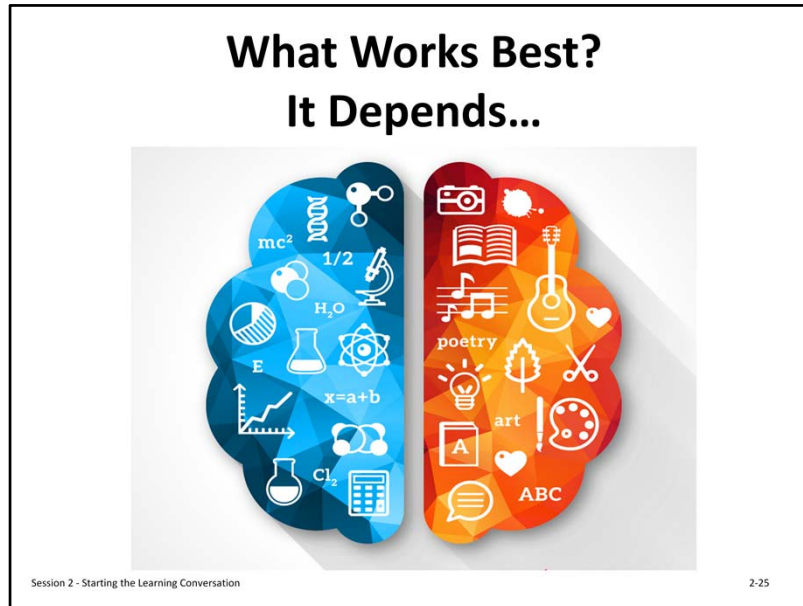
- Focus on real world problems
- Relate the materials to the participants' past experiences
- Relate the lesson to the participants' goals and experiences
- Emphasize how the lessons can be applied
- Permit participants to challenge ideas
- Listen to and respect the participant
- Encourage participants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



D. CYCLE OF INSTRUCTION

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!

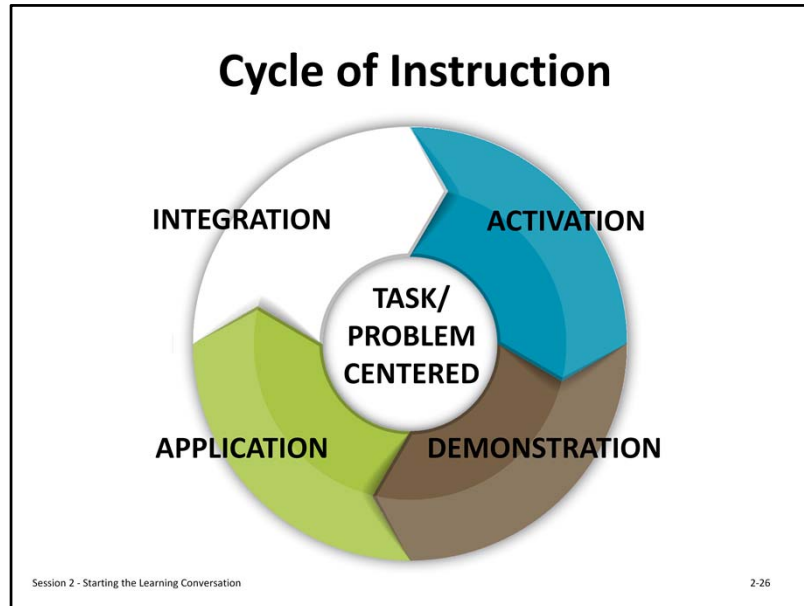
Research has shown over 130 different factors influencing achievement for students of all ages (see Appendices for reference). This graph represents findings from over 900 different meta-analyses of these factors involving thousands of research studies and millions of people. As you can see, most of 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?”



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.



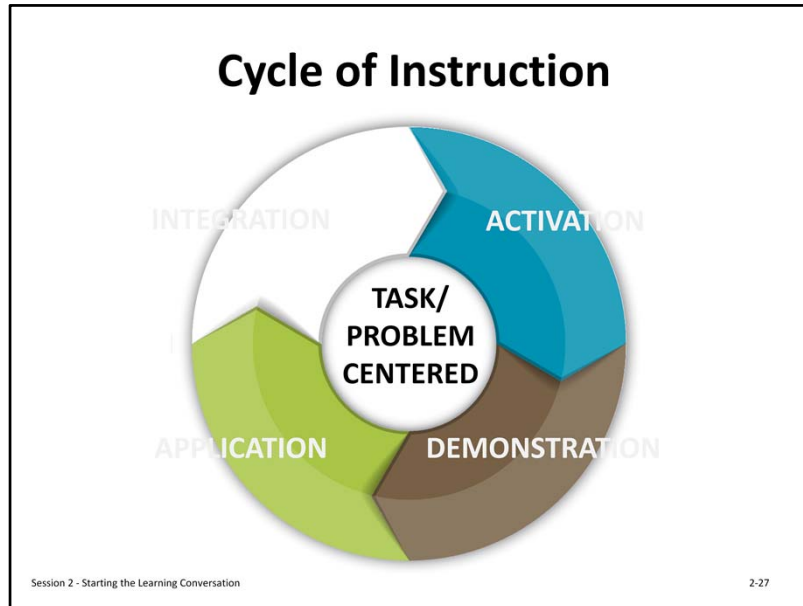
After a careful study of many different instructional design theories and after a thorough review of the research supporting these theories, most of the instructional design theories was found to have five principles in common. These “First Principles of Instruction” include:

- **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.”

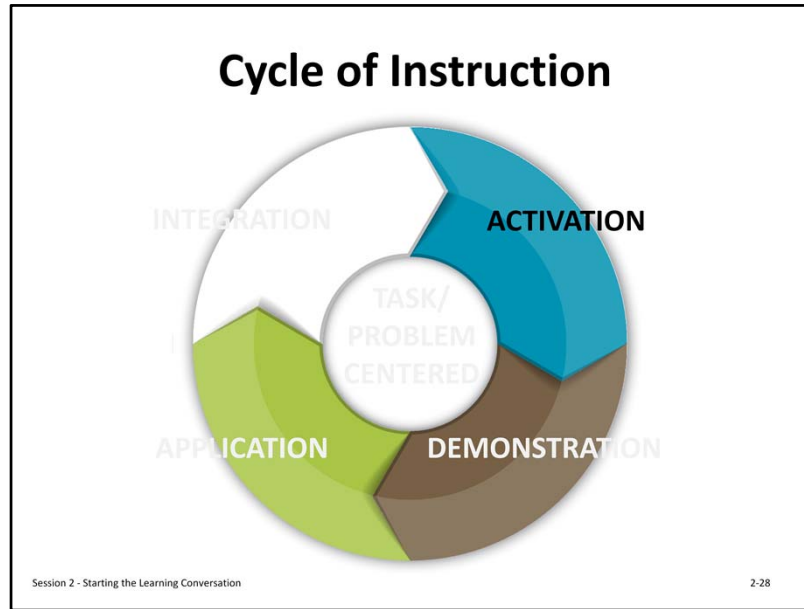
These principles may be applied to create a 4-phase cycle of instruction in which the participant identifies the Problem and then proceeds from Activation to Demonstration to Application and finally to Integration. Of course, it is possible to mix these phases in different sequences, but they are generally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

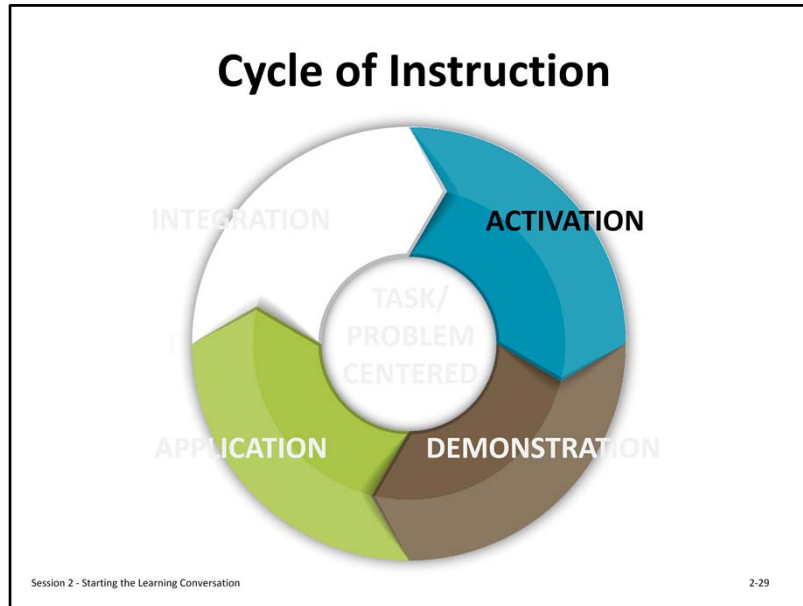
We will now review each of these principles in more detail.



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.

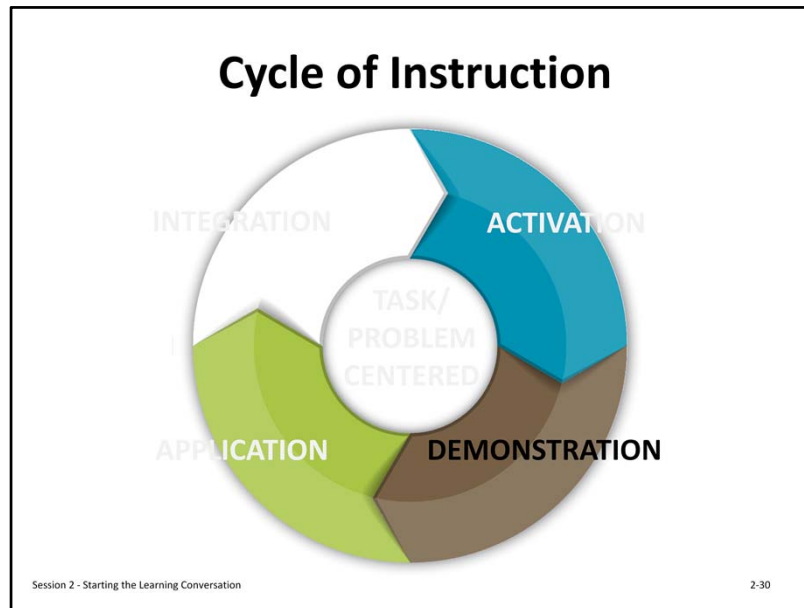
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The Activation Principle states learning is promoted when it activates relevant prior knowledge or experience. In this phase, the participant answers the question “What do I already know about this task, problem, goal?” The participants activate relevant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

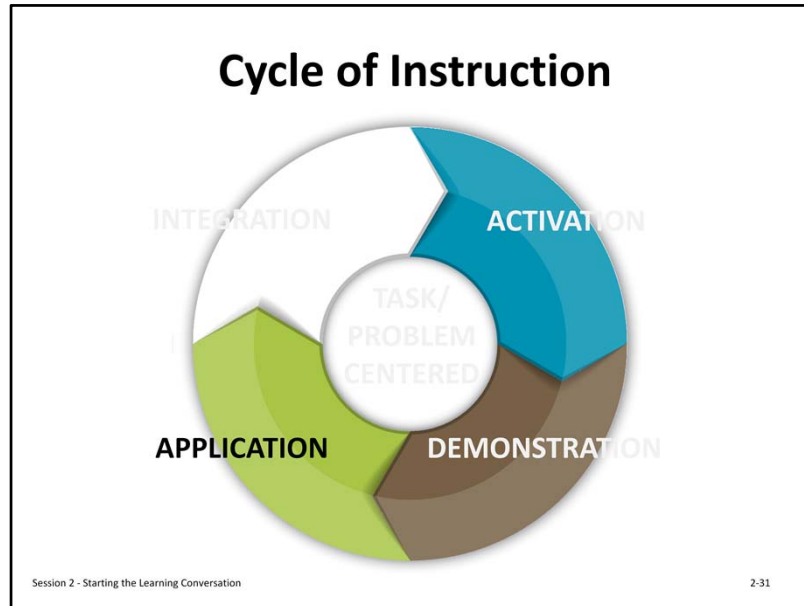


The purpose of the Demonstration Principle includes:

- 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
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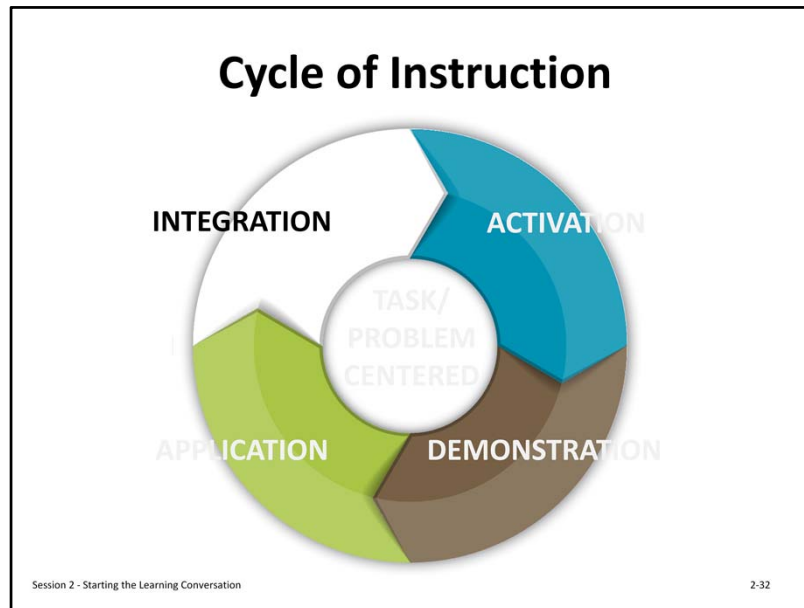


The Application Principle should be incorporated in the design of every learning conversation due to:

- 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

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.

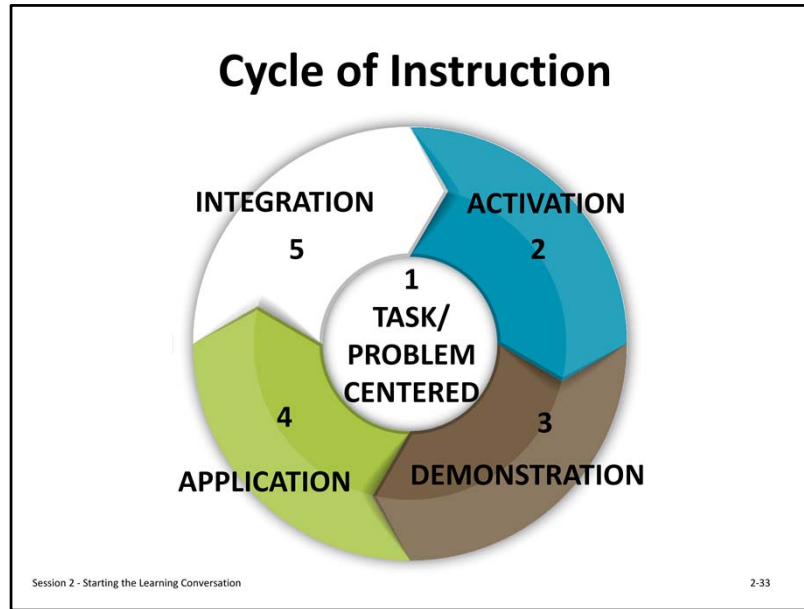


The Integration Principle should be incorporated in the design of every learning conversation:

- 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

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



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.

[illegible]

Questions and/or Concerns






Session 2 - Starting the Learning Conversation

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E. QUESTIONS AND/OR CONCERNS

[illegible]

	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



Session 3: Effective Strategies in Learning and Instruction

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Session Objectives

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



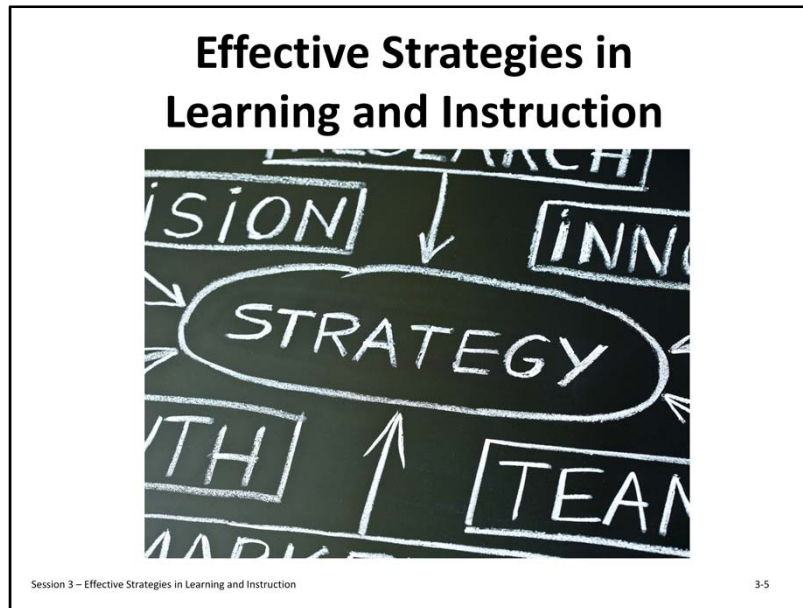
Session 3 – Effective Strategies in Learning and Instruction

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



A. EFFECTIVE STRATEGIES IN LEARNING AND INSTRUCTION

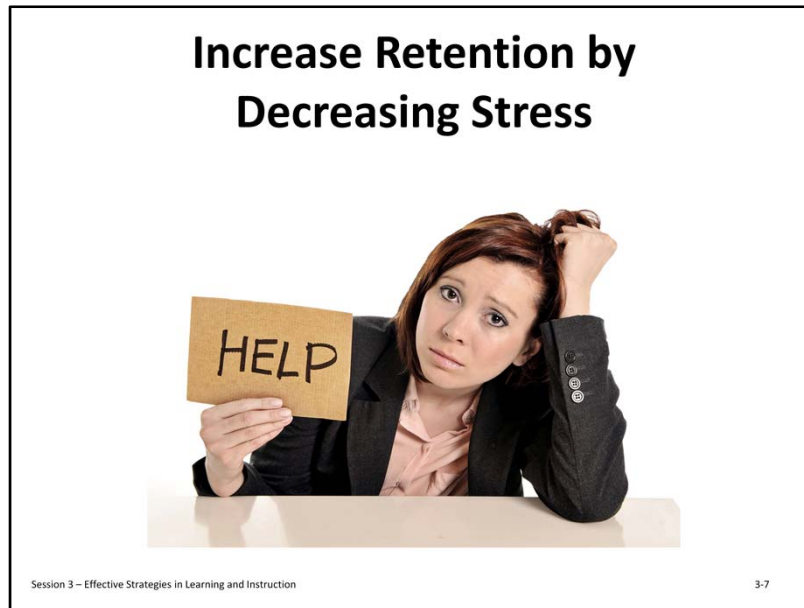
As learned in Session 2, many different instructional processes increase learning. What works best in designing courses is utilizing all of the principles in the Cycle of Instruction.

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

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

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

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



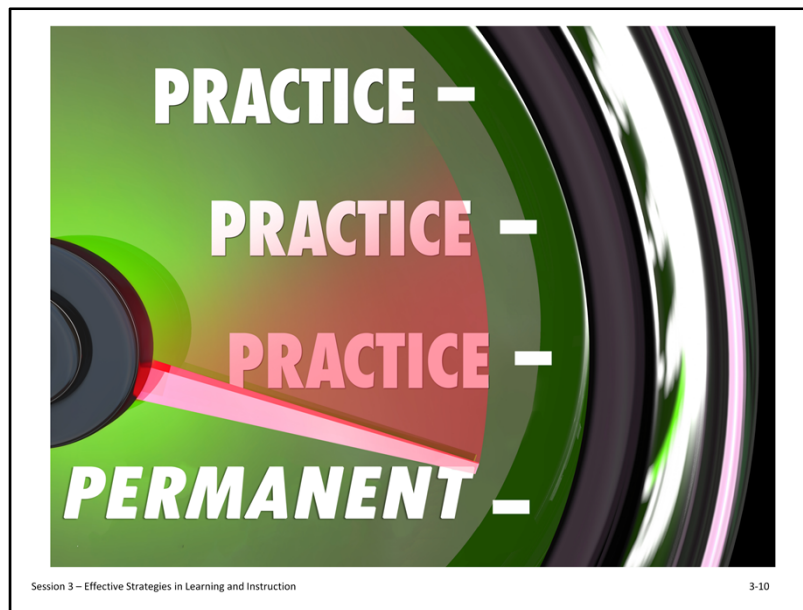
E. REPETITION

Question #1: What was President Lincoln's middle name? _____

Question #2: What was the first product to have a bar code? _____

Question #3: What is a group of frogs called? _____

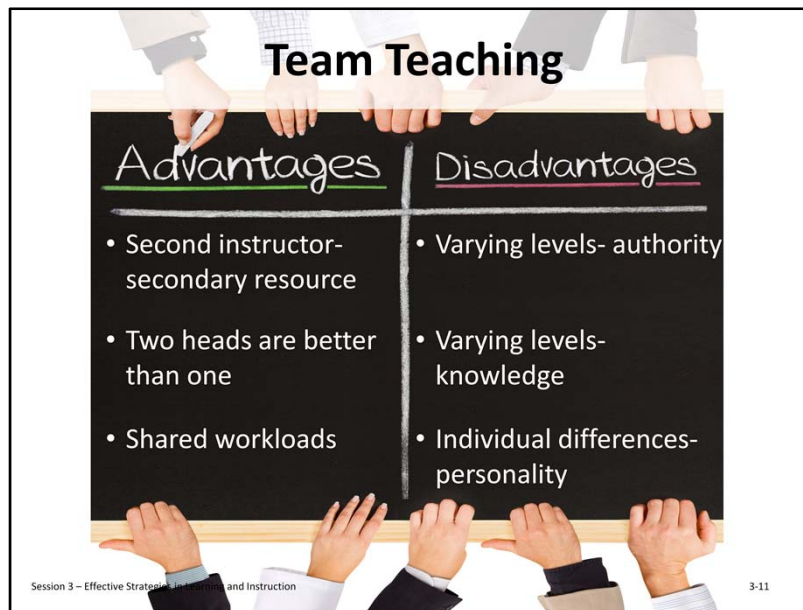
Question #4: What is the plastic cover at the end of a shoelace called? _____



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.

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

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



G. COLOR

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)

Impact



Session 3 – Effective Strategies in Learning and Instruction

3-15

H. IMPACT

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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

Hands-On Instruction



Session 3 – Effective Strategies in Learning and Instruction

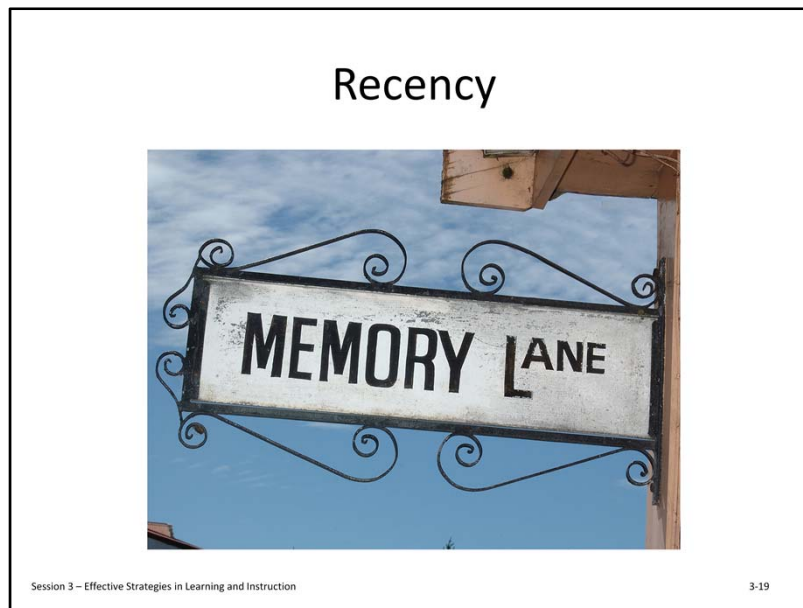
3-17

I. HANDS-ON INSTRUCTION

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.



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

Questions and/or Concerns






Session 3 – Effective Strategies in Learning and Instruction

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K. CLOSING


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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

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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




Session 4: DRE Curriculum Package and Teaching Assignments

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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

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

[illegible]

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

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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.



The Instructor guide contains three things:

- Administrator Guide
- Lesson Plans
- Visuals

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4-9

- 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.

[illegible]

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

C. PURPOSES OF THE LESSON PLANS

Lesson plans have three main purposes.

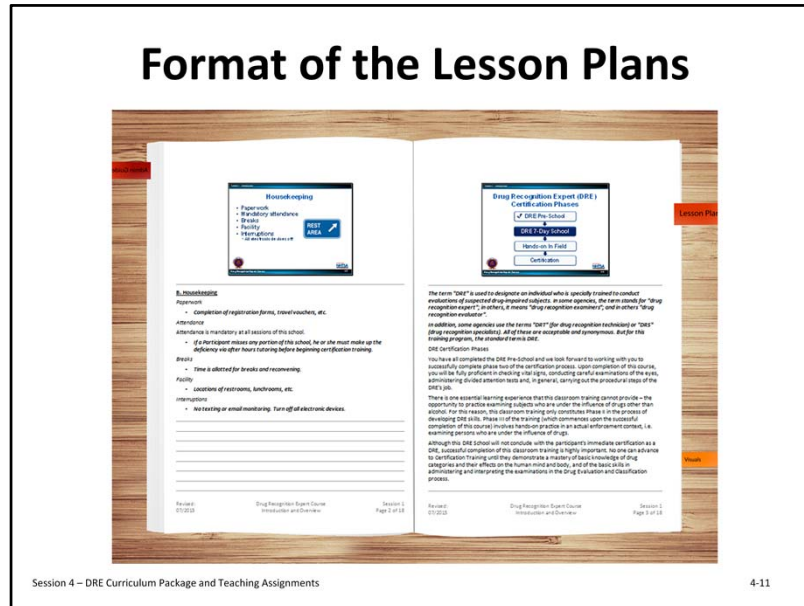
1. **Help you get ready to teach**

- 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
 - There are 10 sessions in the DRE Preliminary training
 - There are 32 sessions in the DRE 7-Day Curriculum
 - Each session has its own set of lesson plans
 - Session 1 is “Introduction and Overview”
- The first page of each set of lesson plans is the cover page
 - The cover page gives the number and titles of the session and indicates the approximate amount of time the session requires
 - 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
 - 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
 - The outline page also lists the content segments of the session which correspond to the major topics covered
 - 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
 - If you are assigned to begin teaching a session, you should start by reviewing the session’s objectives with the participants

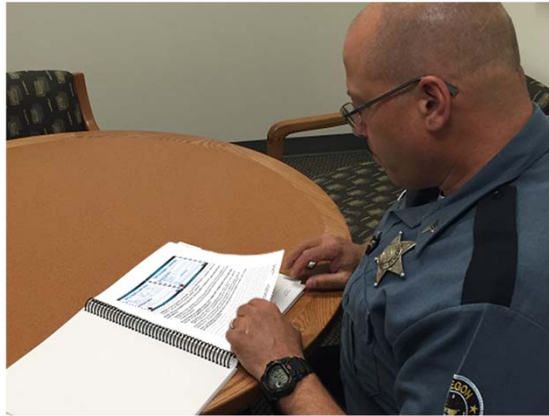
Next, preview the content and the learning activities.



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

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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



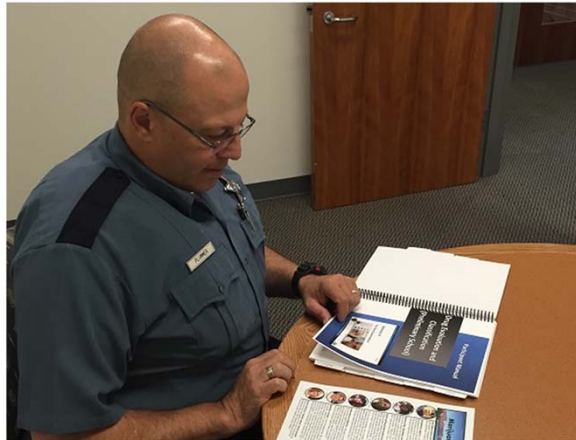
Session 4 – DRE Curriculum Package and Teaching Assignments

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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

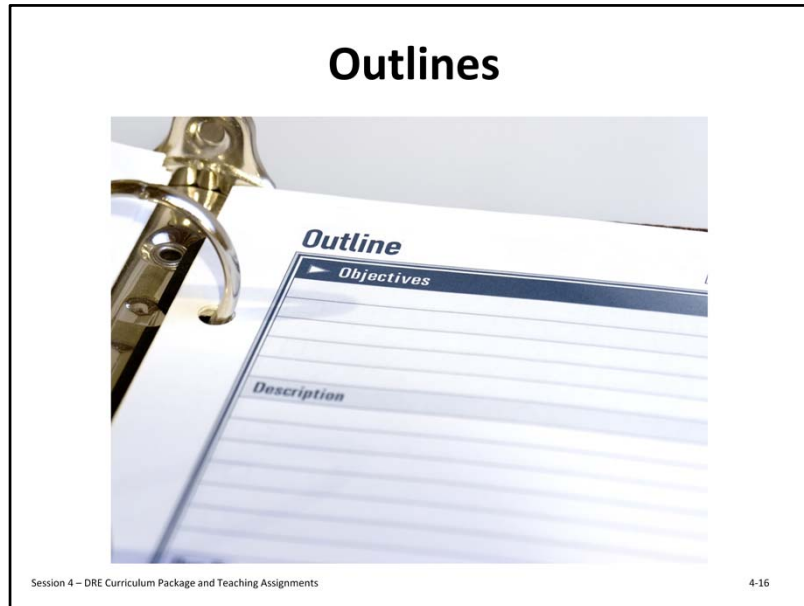


Session 4 – DRE Curriculum Package and Teaching Assignments

4-15

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

- 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
- 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



Session 4 – DRE Curriculum Package and Teaching Assignments

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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.



Small Group Curriculum Activity

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Teaching Assignments



Session 4 – DRE Curriculum Package and Teaching Assignments

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F. TEACHING ASSIGNMENTS

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Questions and/or Concerns






Session 4 – DRE Curriculum Package and Teaching Assignments

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G. QUESTIONS AND/OR CONCERNS

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

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”
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Session 5: Effective Feedback, Coaching, and Proficiencies

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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

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

- 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?



Qualities of a Good Instructor

What does it take to be a good instructor?

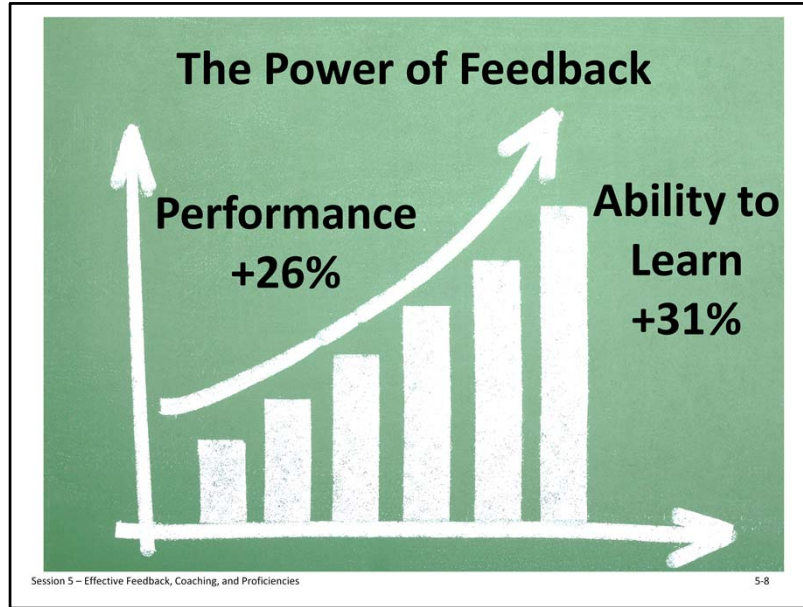
Basic qualities are required for a good DRE instructor:

- 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



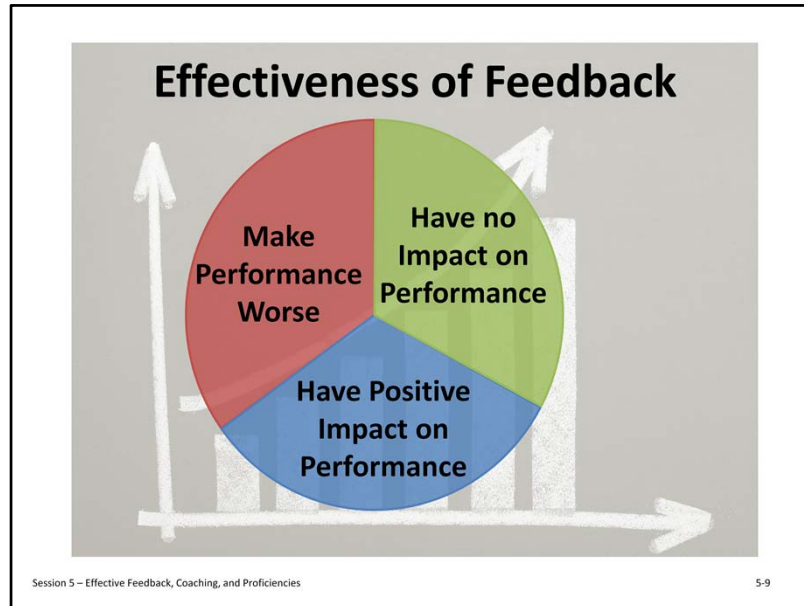
If the DRE instructor cannot PERFORM the tasks assigned to teach, the instructor will have difficulty.

- 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?
 - 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?



- 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

[illegible]



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.

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

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

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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



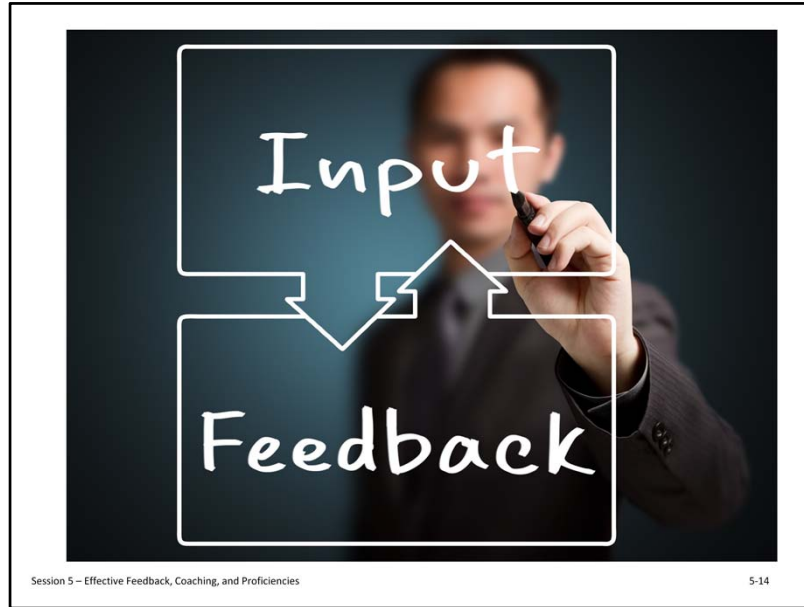
Session 5 – Effective Feedback, Coaching, and Proficiencies

5-13

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

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



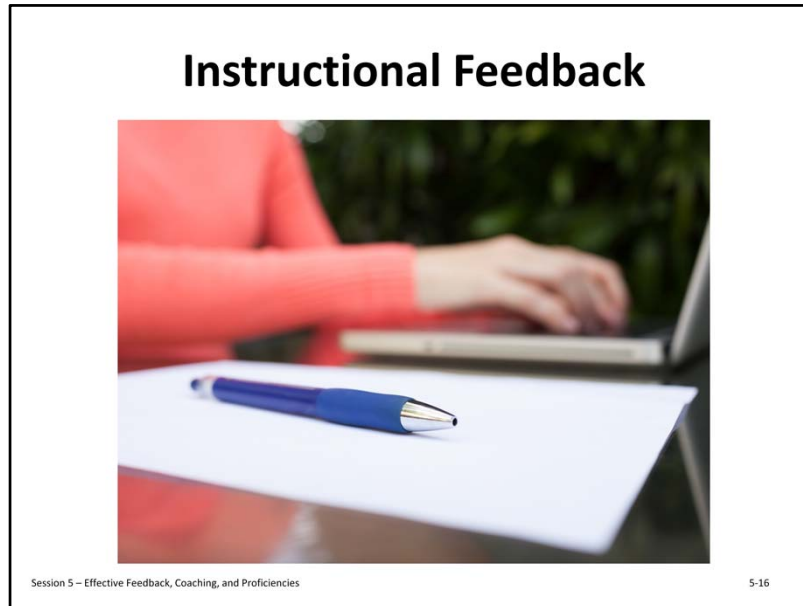
Session 5 – Effective Feedback, Coaching, and Proficiencies

5-15

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.



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

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.”

The “Feedback Sandwich” Recipe



Session 5 – Effective Feedback, Coaching, and Proficiencies

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G. THE “FEEDBACK SANDWICH” RECIPE

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.



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

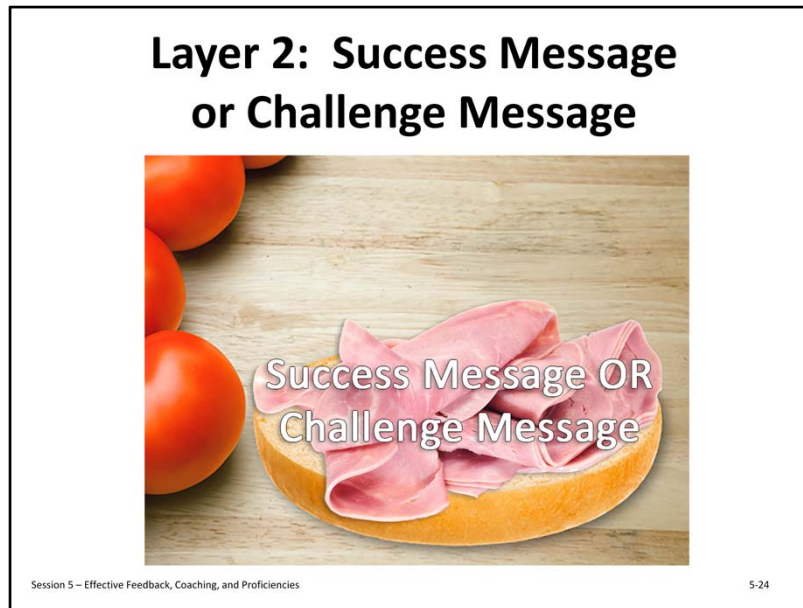
The feedback message builds in a way that will keep participants focused on a specific task and motivated to complete the task. The following is a brief explanation of each layer.



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

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?)

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



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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

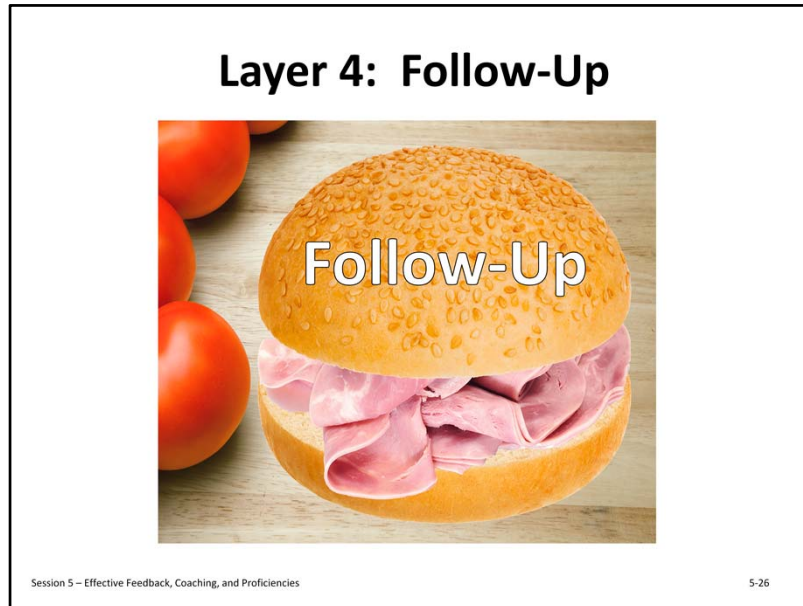
The purpose of the Motivation Check is to ensure participants will do all three of these things. However, instructors should know that before participants can do these three things, they must have certain beliefs about themselves and the task at hand.

- 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 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.

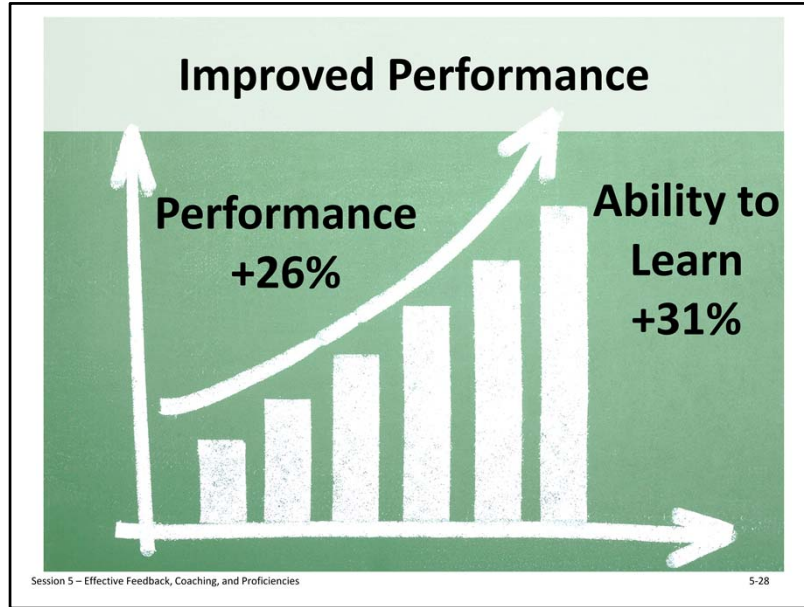


H. PRAISE OR FEEDBACK

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.



I. INTEGRATING THE EFFECTIVE FEEDBACK RECIPE

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.

[illegible]

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

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- 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.

Questions and/or Concerns






Session 5 – Effective Feedback, Coaching, and Proficiencies

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K. QUESTIONS AND/OR CONCERNS

[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



Session 6: Effectively Promoting Participation and Interaction

[illegible]

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

Lecturer:

What are some of the characteristics of a lecturer?

1. _____
 2. _____
 3. _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

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.

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

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

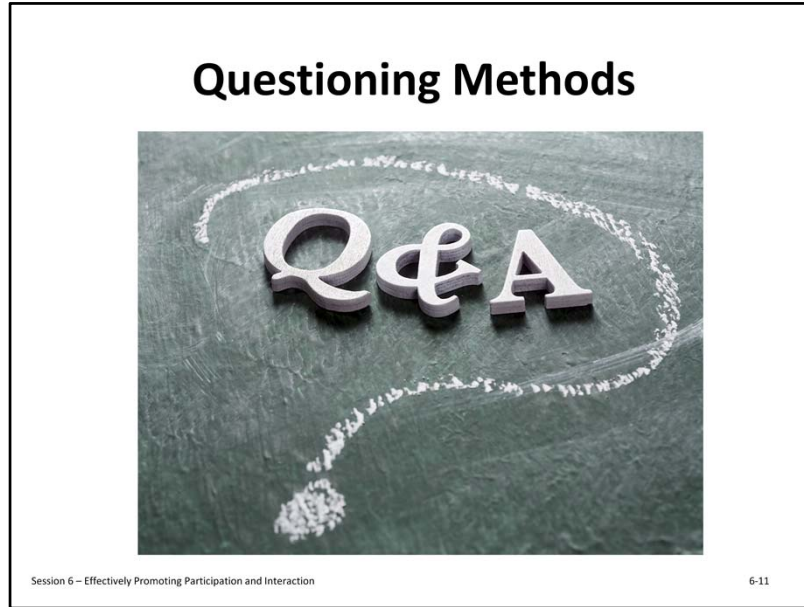
- Helps determine what is already known
- Invites participants
- Provides feedback
- Enables audience to assess learning
- Gauge audience's skill or knowledge level



Session 6 – Effectively Promoting Participation and Interaction6-10

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

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

Overhead/Undirected Question



Session 6 – Effectively Promoting Participation and Interaction

6-12

Overhead/Undirected Questions

Overhead/undirected question is one where the question is thrown out to the

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
-
-
-
-
-
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-

Pre-Directed Question



Session 6 – Effectively Promoting Participation and Interaction

6-13

Pre-Directed Questions

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

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

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Overhead/Directed Questions

An overhead/directed question, the presenter asks an _____ question, then _____ and _____ 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

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

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

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

[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



Session 7: Dealing with Training Challenges

[illegible]

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

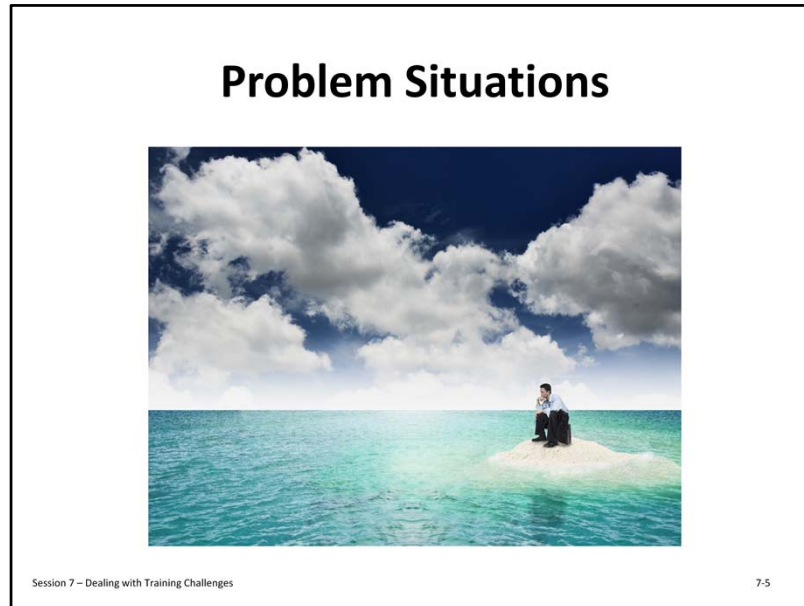
Session 7 – Dealing with Training Challenges

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)



A. DEALING WITH CHALLENGES

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

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

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

Applying the Three-Step Correction Strategy

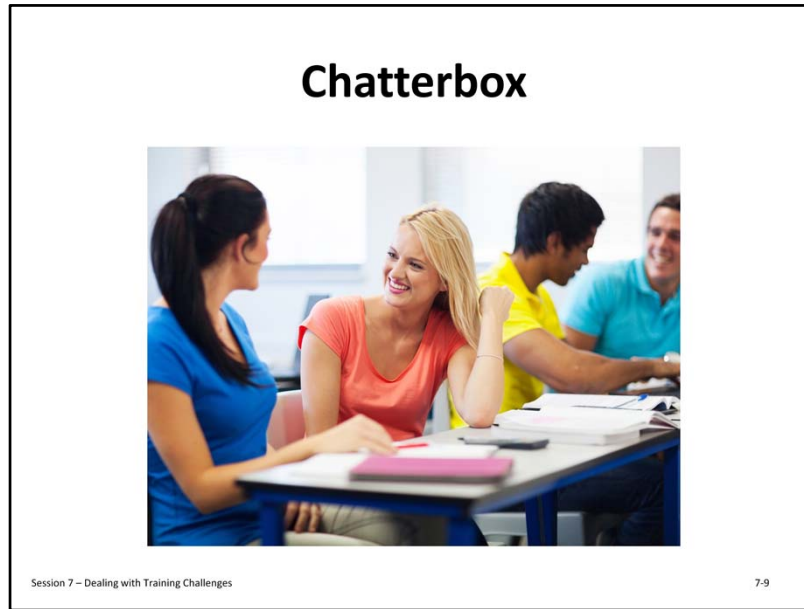


Session 7 – Dealing with Training Challenges

7-8

D. APPLYING THE THREE STEP CORRECTION STRATEGY

[illegible]



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.

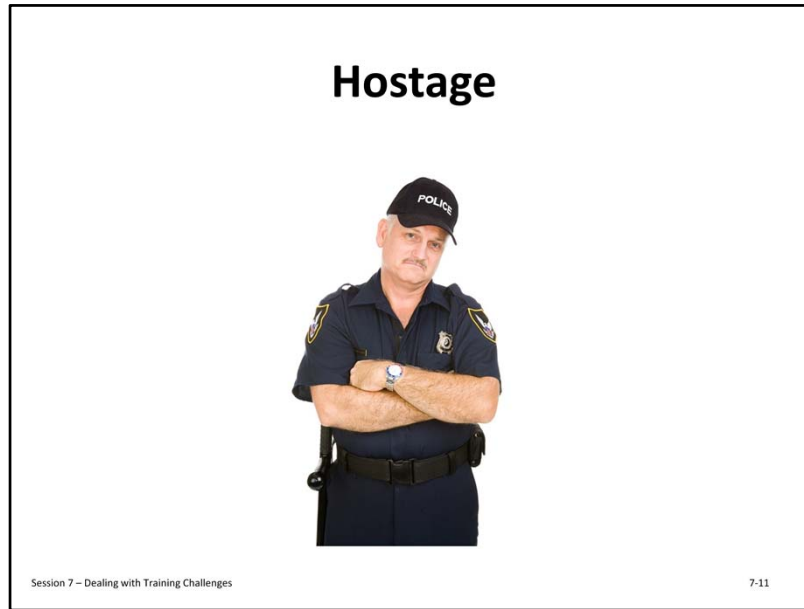
Complaints are usually numerous and quite specific. The issues range anywhere from the room being too stuffy, too hot, too cold, too small, too large, to the coffee service arriving late, the complimentary pastry not “tasting quite right, the chairs being uncomfortable, or the M & M’s not containing 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

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...”)

What distractions do you create when instructing?

Questions and/or Concerns




Session 7 – Dealing with Training Challenges

7-17

G. QUESTIONS AND/OR CONCERNS


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

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



Session 8: Developing and Using Training Aids

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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)

Commonly Used Training Aids

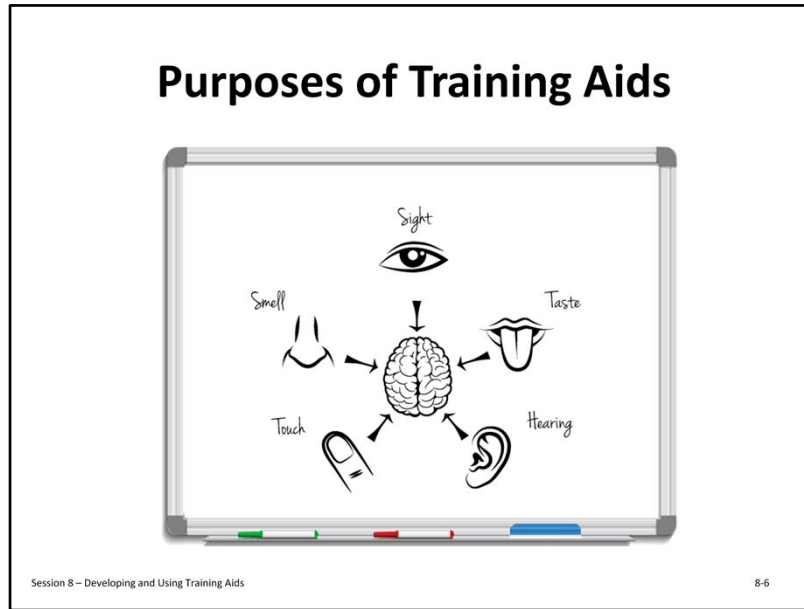


Session 8 – Developing and Using Training Aids

8-5

A. COMMONLY USED TRAINING AIDS

- 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.

Whiteboards, Wall Charts, & Easels/Easel Pads



Session 8 – Developing and Using Training Aids

8-8

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

- 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

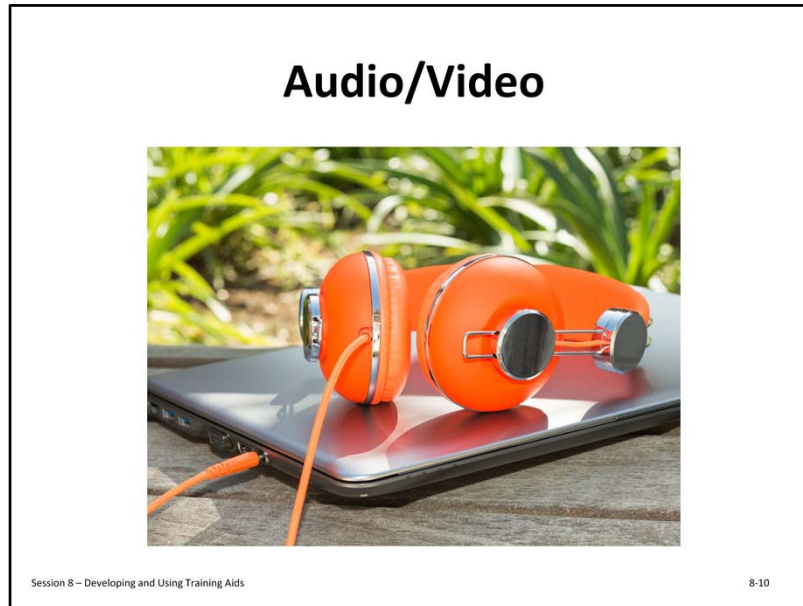


Wall charts:

- 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
-
-
-
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-



D. AUDIO/VIDEO

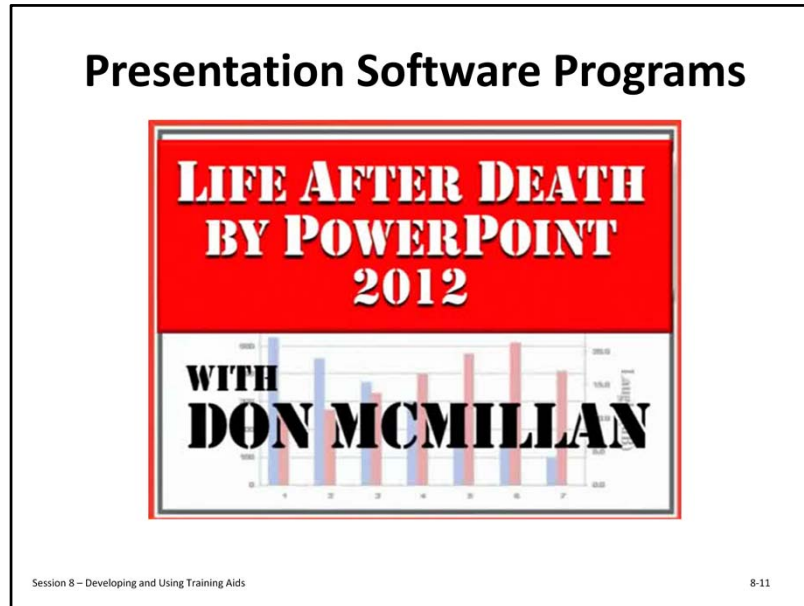
Always preview audio/video before showing them to participants.

- 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

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

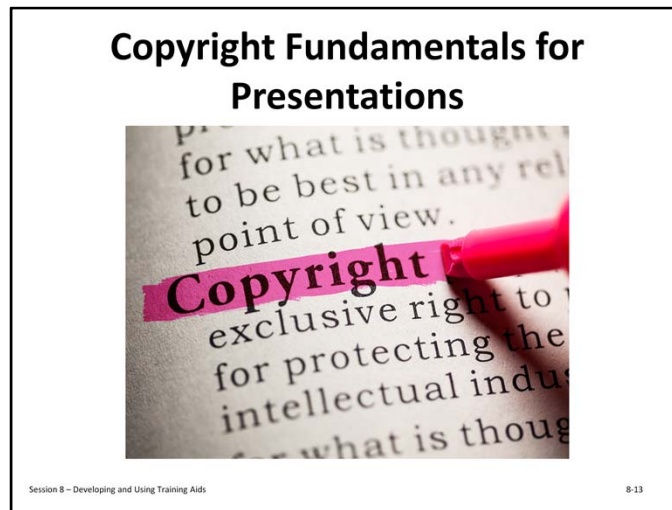
8-12

F. HANDOUTS

Handouts are 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

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

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

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

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




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

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.

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

- **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.

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

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

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



Session 10: Guidelines for Conducting DRE Certification Training

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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

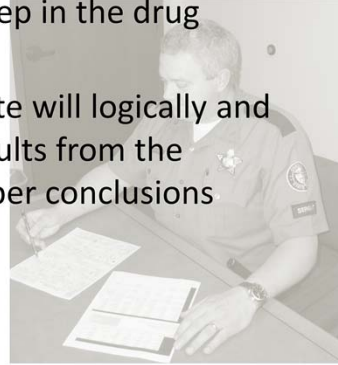
Session Objectives

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

10-9

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

10-10

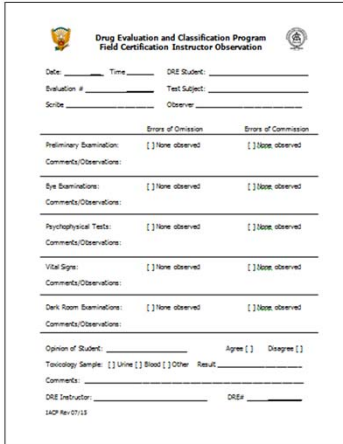
B. CONDUCTING PRACTICE SESSIONS DURING CERTIFICATION TRAINING

“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, Scribe, 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" field. At the bottom, there are fields for "Opinion of Student" (Agree/Disagree), "Toxicology Sample" (Urine/Blood/Other), "Result", "Comments", "DRE Instructor", and "DRE#". The form number "IACF Rev-07/13" is at the bottom left.

Session 10 – Guide for Conducting DRE Field Certification Training10-11

C. EVALUATING AND DOCUMENTING CANDIDATE’S PROGRESS

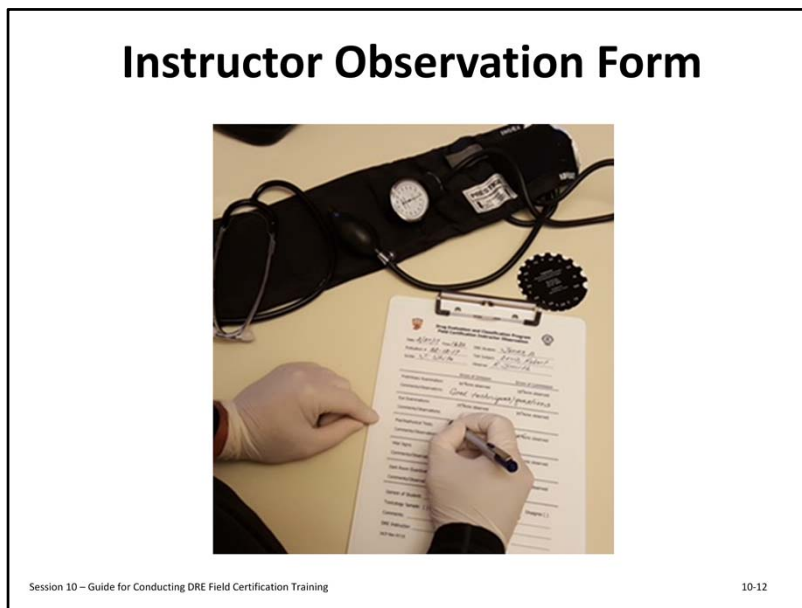
Whenever a team of candidates completes an evaluation during the Field Certification Training, the supervising instructor must complete a Field Certification Instructor Observation Form.

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?

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

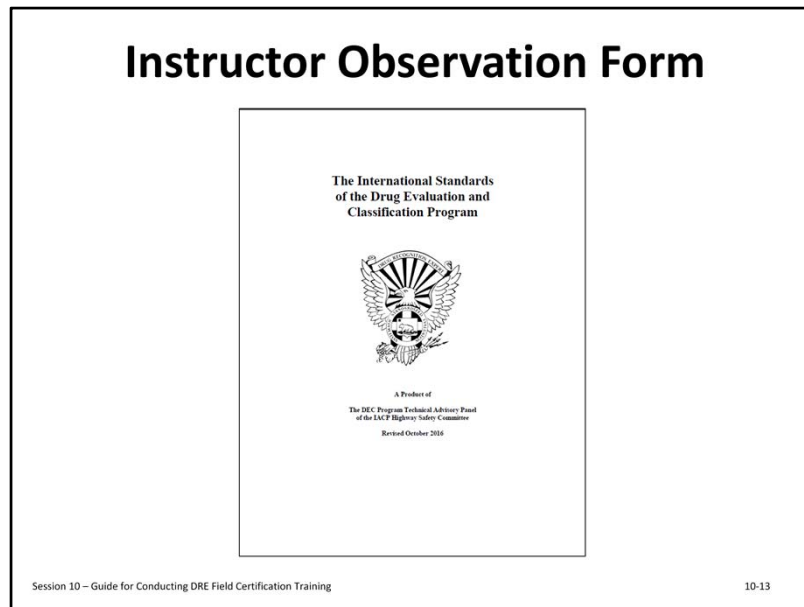


C. EVALUATING AND DOCUMENTING CANDIDATE'S PROGRESS (CONTINUED)

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:

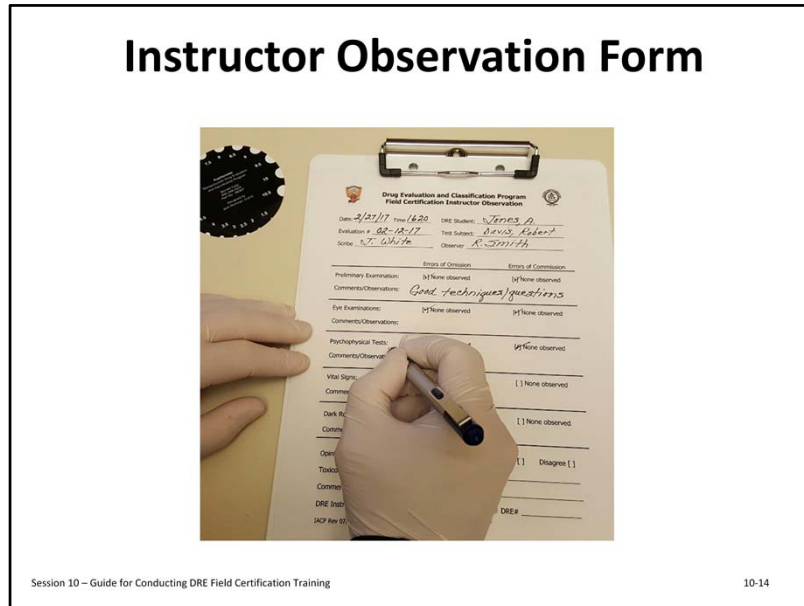
- Errors of Omission: What did the candidate fail to do during the evaluation?
- Errors of Commission: What did the candidate do wrong during the evaluation?
- Comments/Observations: Anything else -- positive or negative -- the instructor feels deserves comment.



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:

- 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.

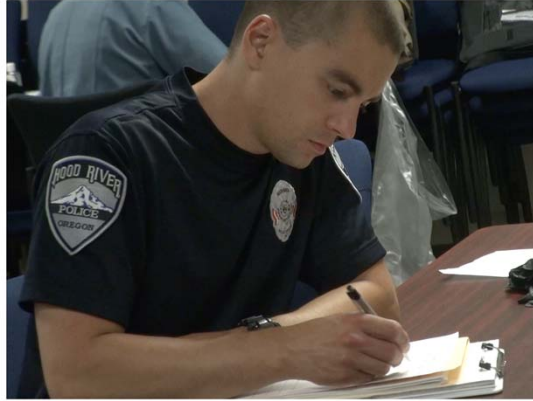


C. EVALUATING AND DOCUMENTING CANDIDATE'S PROGRESS (CONTINUED)

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.

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

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

Documenting the Assessment



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

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

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.

Evaluation Performance Review



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Evaluation Performance Review

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

Record positive comments, when appropriate

Record constructive criticisms, as appropriate

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

Record your IACP DRE number

Filing the "Field Certification Instructor Observation" form.

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

Correcting Learning Deficiencies

- Counseling
- Clarifying
- Coaching



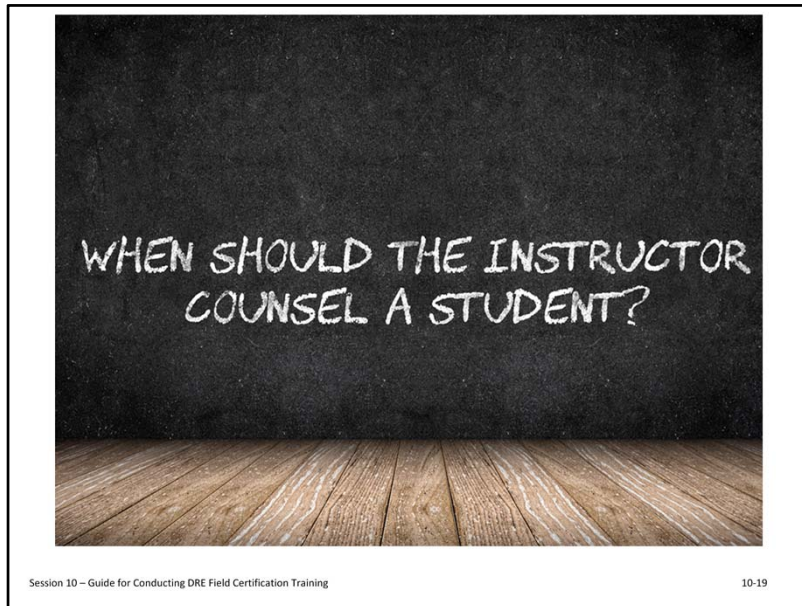
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D. CORRECTING LEARNING DEFICIENCIES

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



When should the instructor counsel a candidate?

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

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

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.



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

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

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.

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



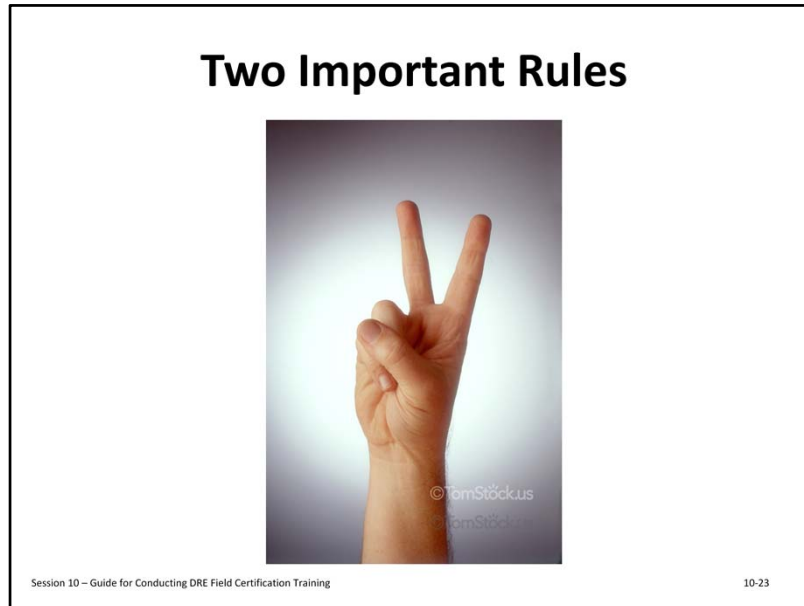
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Procedures for Clarifying

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

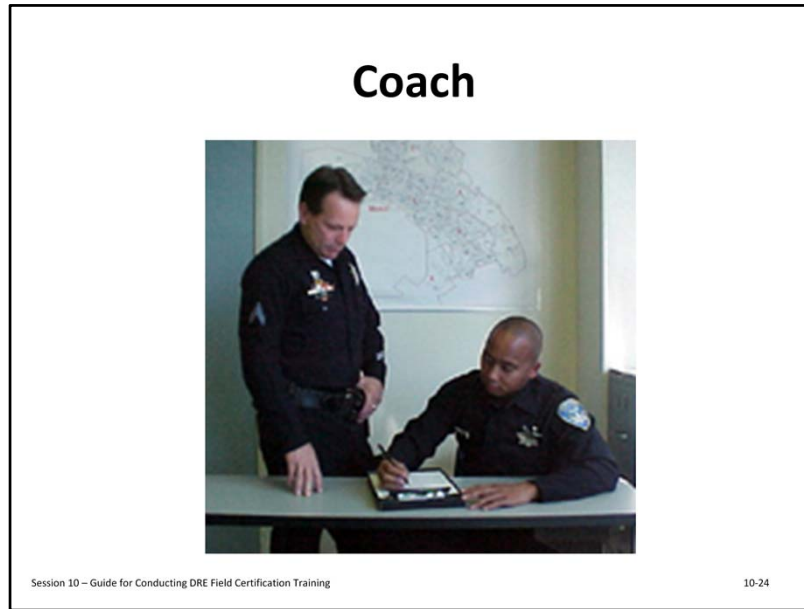
- First, give a step-by-step verbal overview of what you are about to show the candidate
- Next, demonstrate “by the numbers,” i.e., perform each step in the proper way and in the correct sequence
- Be sure to demonstrate more than once
- Finally, involve the candidate. Have him or her try to perform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

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



E. ADMINISTERING THE CERTIFICATION KNOWLEDGE EXAM

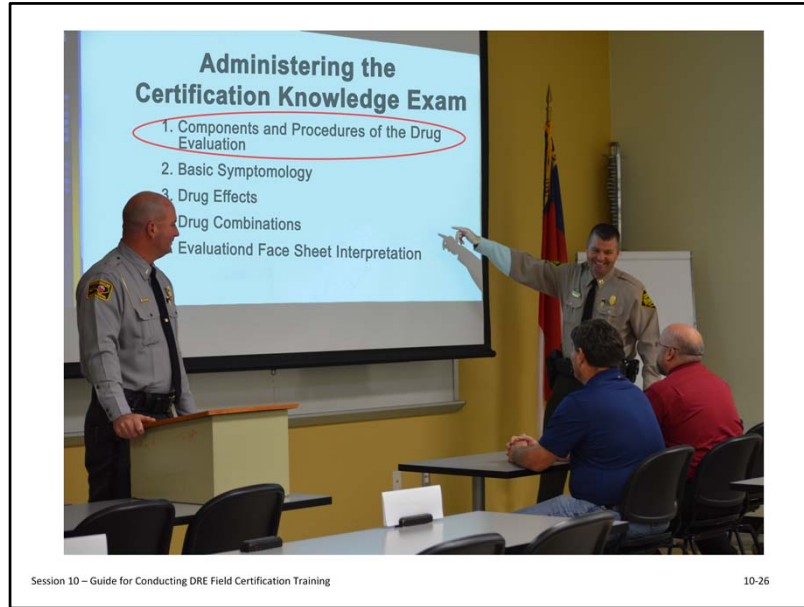
The purpose of the Certification Knowledge Examination is to verify the candidate is fully conversant with drug signs and symptoms and fully understands the concepts of drug combinations.

- 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.

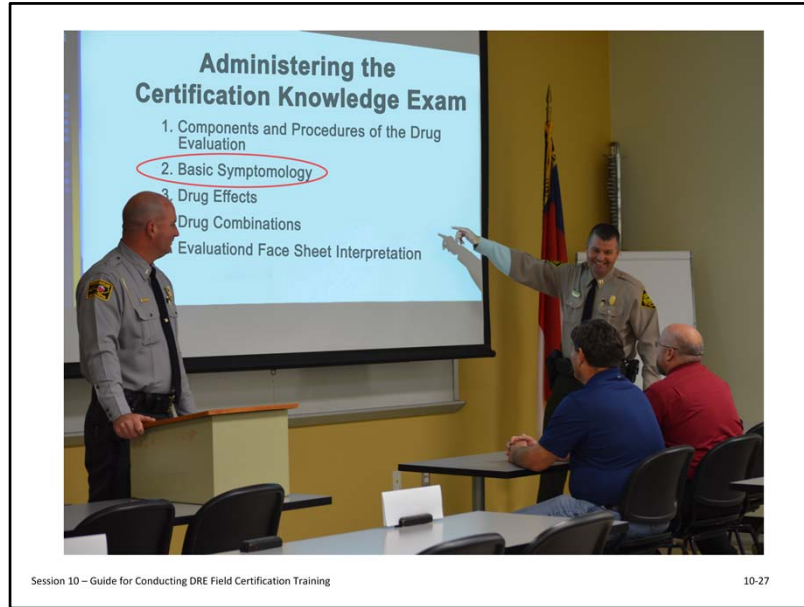
If you are not satisfied the candidate has made sufficient progress to be ready for the exam, feel free to delay it for one, two, or several nights. In order to "pass" the milestone of the Certification Knowledge Exam, the candidate must "acceptably" answer every question on it.

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

1. List the three Standardized Field Sobriety Tests. _____
2. How many times do we take the suspect's pulse? _____
3. In a blood pressure measurement, the Higher and Lower figures are _____?
4. List the tests used to assess divided attention. _____
5. When do we evaluate internal clock? _____
6. During the Walk and Turn, the subject must take _____.
7. Under what three lighting conditions do we check pupils? _____
8. Which categories cause lack of convergence? _____
9. What are the signs of a fresh puncture? _____
10. What is the DRE average range of blood pressure? _____
11. What is the DRE average range of pulse rate? _____
12. What is the DRE range of human pupil size in room light? _____
13. What is considered average body temperature? _____
14. What is lack of convergence is described as? _____
15. Rebound dilation is described as? _____



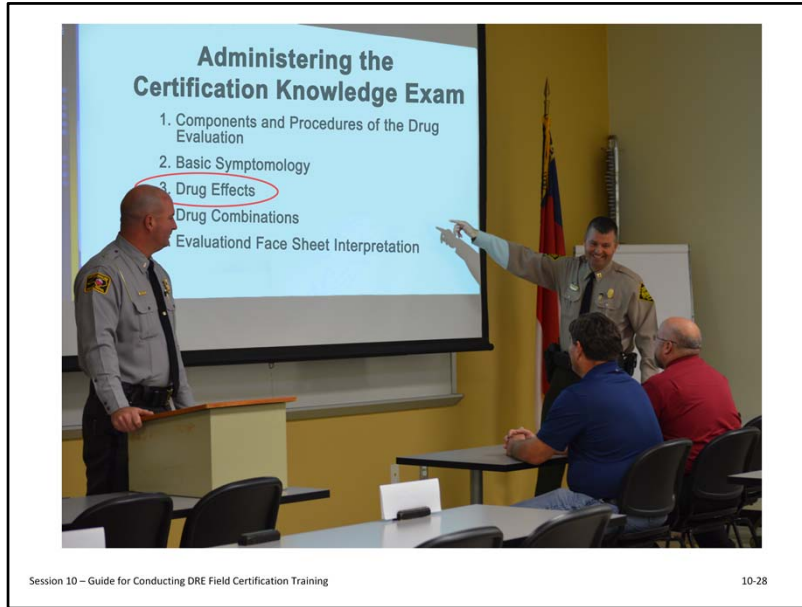
Acceptable answers for Part Two: the Basic Symptomatology Matrix.

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

Errors:

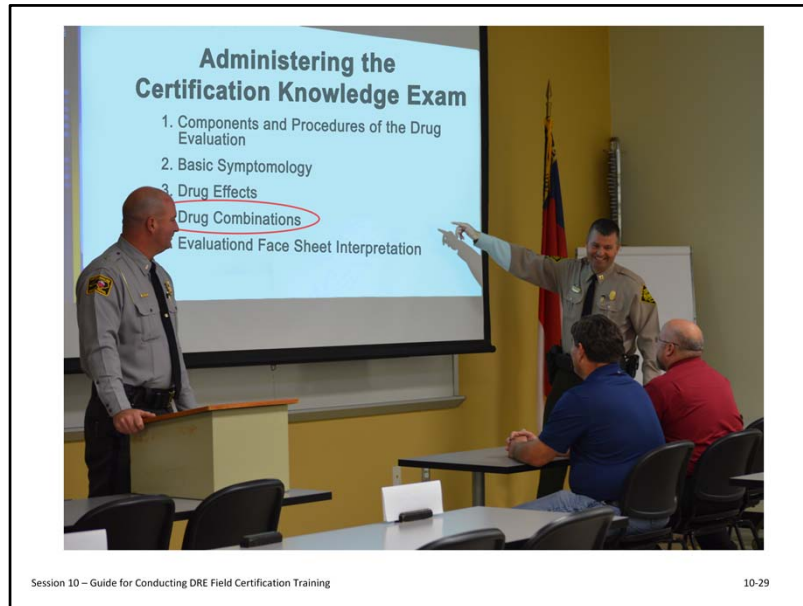
- An “error” would be a failure to indicate an eye sign or vital sign that is usually associated with the particular category
- An “error” would also be indicating a category causes an effect that it really doesn’t

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

- 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

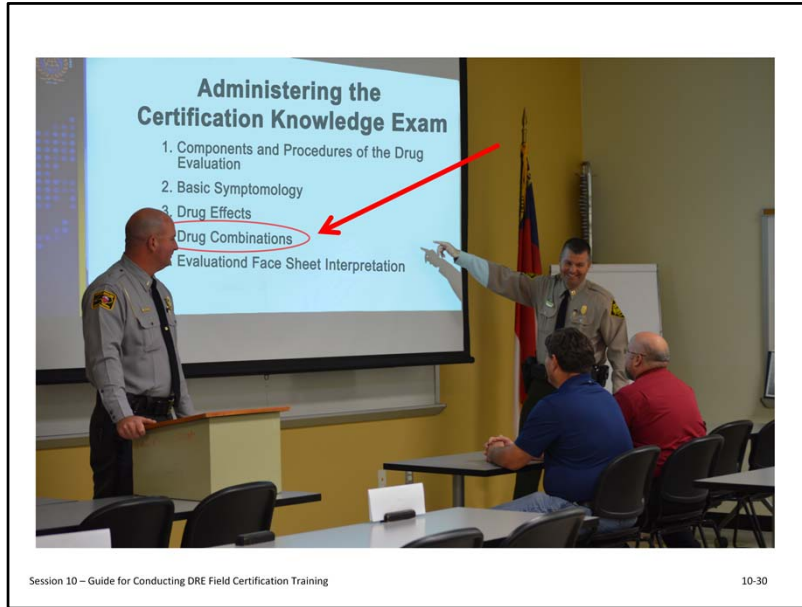
- The candidate should be able to write a detailed description of what would be observed in an evaluation of a subject under the influence of each of the four drug combinations
- The description must include eye signs; vital signs; psychophysical signs; and, expected duration of effects

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:

- Pulse Rate elevated, due to Hallucinogen
- Blood Pressure –up/down or normal
- Temperature elevated, due to Hallucinogen

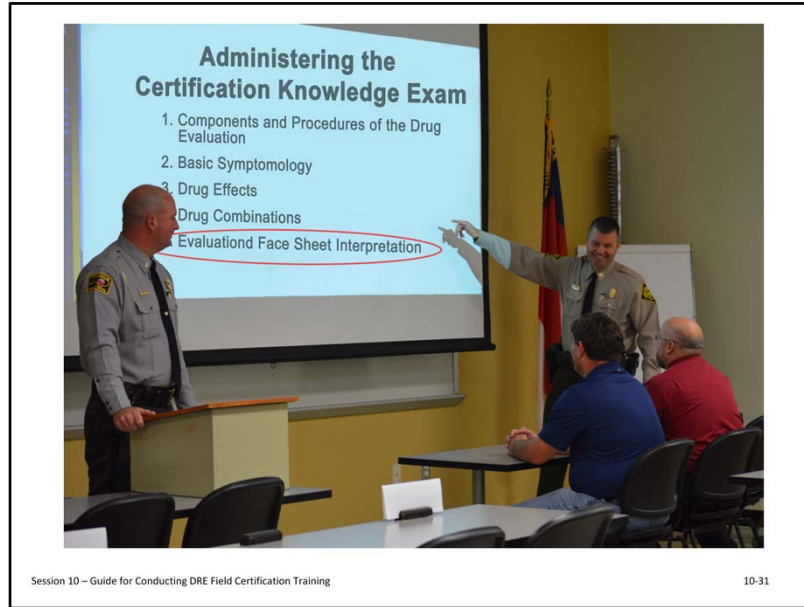


Acceptable answers to Part Four: Drug Combinations

Psychophysical Signs for Hallucinogen and Alcohol:

- 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



Acceptable answers to Part Five: Evaluation Face Sheet Interpretation

- Subject “Michael” – CNS Depressant and ETOH (Alcohol)
 - Subject “Harlon” – Inhalant
 - Subject “David” – Narcotic Analgesic
 - Subject “Alice” – CNS Stimulant
 - Subject “Arnold” – Cannabis
-
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-
-
-

Signing Off on the Candidates' Certification Progress Logs

A close-up photograph shows a person's hand holding a silver pen, signing a document. The document has several tables. One table has columns for 'Authorized Signature', 'IACP DRE #', and 'Date'. Another table below it has columns for '(1.)', '(2.)', and 'N.'. A third table at the bottom asks 'Into Tracking System?' with 'Yes' and 'No' options. The background is a wooden surface.

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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 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.

[illegible]

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 1.1)			Authorized Signature	IACP DRE #	Date
			(1)		
			(2)		
<small>I recommend this student for certification. (Agency Coordinator – if applicable) I hereby certify this student and request IACP recognition. (State Coordinator – optional) Candidate's Name Entered into Tracking System? Yes No</small>					

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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**
- 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 certify this student is qualified:					
I hereby certify this student and request IACP acknowledgment:					
Date: _____ Signature: _____					
Candidate's Name Entered into Tracking System? Yes No					

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G. CERTIFICATION STANDARDS

Line #2 SFST Proficiency

- No candidate is permitted to progress to the 7-Day DRE School until he or she has demonstrated proficiency in administering and interpreting the:
 - Horizontal Gaze Nystagmus Test
 - Walk and Turn Test
 - 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

Certification Progress Logs

Line #4 – Final Exam

Lines #5-12 – Evaluations

IACP Drug Evaluation and Classification Certification Progress Log					
Please Print or Type		For IACP Supervisor: 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					
DRE Proficiency					
DRE School					
DRE School Final Exam					
Evaluation 01					
Evaluation 02					
Evaluation 03					
Evaluation 04					
Evaluation 05					
Evaluation 06					
Evaluation 07					
Evaluation 08					
Evaluation 09					
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					
Building Log Reviewed					
Training Log Reviewed**					
Recommendations for Certification (Standard 1.15)			Authorized Signature	IACP DRE #	Date
			(1)		
			(2)		
<small> I recommend this student for certification. Agency Coordinator – if applicable. I hereby certify this student and request IACP acknowledgment. Date: _____ Signature: _____ Candidate's Name Entered into Tracking System? Yes No </small>					

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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
- 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

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 acknowledgment				
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
 - You will sign this line only after you have personally reviewed the candidate's written Curriculum Vitae (C.V.)
 - 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					
Technology Competent**					
Recommendations for Certification (Standard 1.1.5)			Authorized Signatures	IACP DRE #	Date
			()		
			()		
I recommend this student for certification _____					
Agency Coordinator - if applicable _____					
I hereby certify the student understands IACP understanding _____					
State Coordinator - if applicable _____					
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
- 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
- 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

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-Workshop					
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) _____					
<div style="background-color: yellow; padding: 2px;">I recommend this student for certification.</div> <div style="background-color: yellow; padding: 2px;">Agency Coordinator, if applicable.</div> <div style="background-color: yellow; padding: 2px;">I hereby certify this student will register IACP consistently.</div> <div style="background-color: yellow; padding: 2px;">State Coordinator, if applicable.</div>					
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:
 - 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)
 - A "confirmation" means the testing procedure found evidence the subject used a drug belonging to at least one of the identified categories
 - 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>

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Questions and/or Concerns






Session 10 – Planning and Managing a Live Alcohol Workshop

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H. QUESTIONS AND/OR CONCERNS


[illegible]

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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



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

[illegible]



A. REVIEW

What is learning?

[illegible]

What is Instruction?

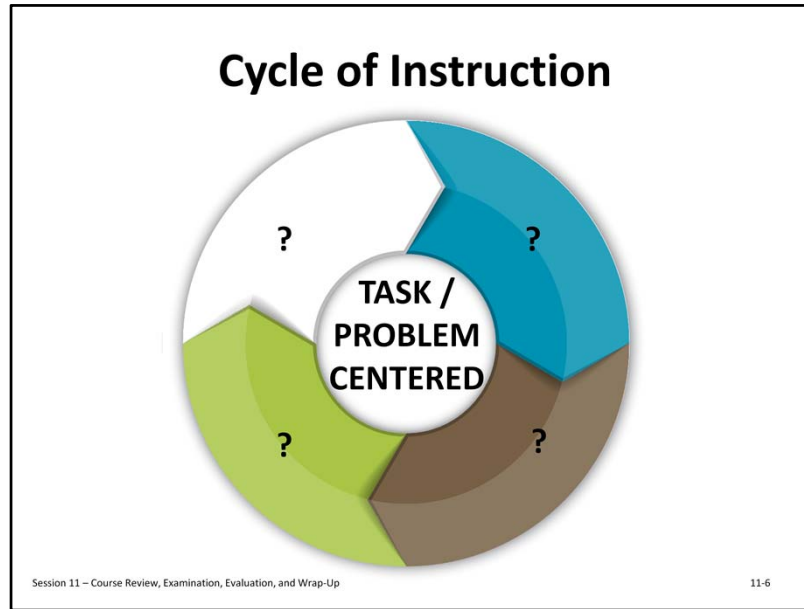


Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

11-5

What is instruction?

[illegible]



Describe the Cycle of Instruction.

[illegible]

Primacy

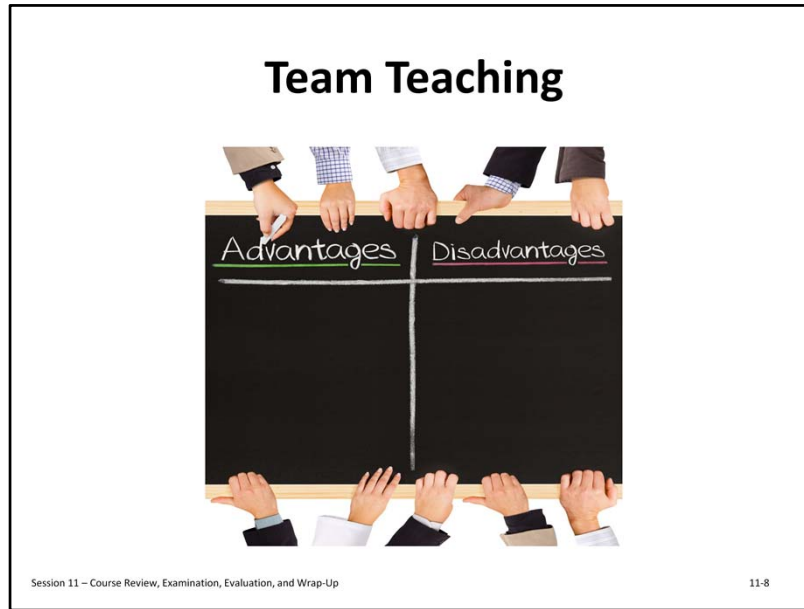


Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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Describe Primacy.

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Describe the advantages and disadvantages of Team Teaching.

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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.

Lesson Plan



A black and gold pen lies diagonally across the pages of a spiral-bound notebook. The notebook is open, showing lined paper. The background is a plain, light color.

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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11-10

[illegible]

Qualities of a Good Instructor



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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What are the qualities of a good instructor?

[illegible]

What is Feedback?



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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What is feedback?

Why is feedback important?

Questioning Methods



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What are the three types of questions?

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What should an instructor do when a participant gives a correct answer?

What should an instructor do when a participant gives an incorrect answer?

What should an instructor do if participants do not offer an answer?

Problem Situations



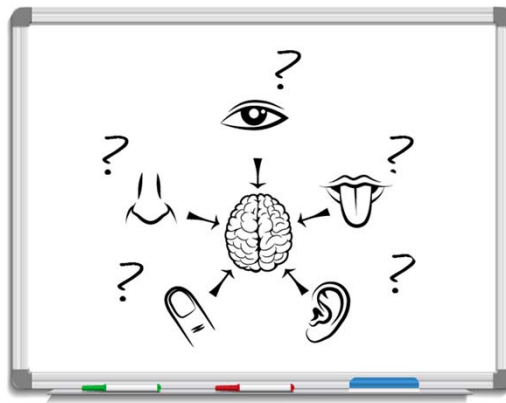
Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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What are some key considerations for problem situations?

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Purposes of Training Aids



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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Describe the purposes of training aids?

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Commonly Used Training Aids



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What are commonly used training aids?

[illegible]



Describe some of the considerations for planning an alcohol workshop.

What are the quantity and qualifications for volunteer drinkers?

Eye Examinations



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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Eye Examinations: Horizontal Gaze Nystagmus

- What are the three validated clues of impairment established for HGN?

- What formula expresses the approximate statistical relationship between BAC and the angle of onset of nystagmus? _____

- What categories of drugs usually will cause HGN?

- What categories of drugs usually will cause LOC?

- What are the three lighting conditions under which we must estimate the size of the suspect's pupils?

- How long should we wait in the Darkroom before beginning to check the suspect's pupils?

- Name the device we use to estimate the size of the suspect's pupils. _____

- What do the numbers on the Pupillometer refer to? _____

- In what units of measurement are those numbers given? _____

General Review Questions



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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- What is the medical or technical term for “droopy eyelids”? _____
- What does “Piloerection” mean? What drug often causes piloerection? _____

- What is the medical or technical term for Heroin? _____
- Explain the terms “Null”, “Additive”, “Antagonistic” and “Overlapping” Effect as they apply to polydrug use. Give examples

- What is “Rebound Dilation”?

- What is pupillary unrest?

- What does “Bruxism” mean? _____
- What does the number denoting the size of a hypodermic needle refer to? _____

- What does “Synesthesia” mean? _____
- What is “Sinsemilla”? _____

12-Step Process

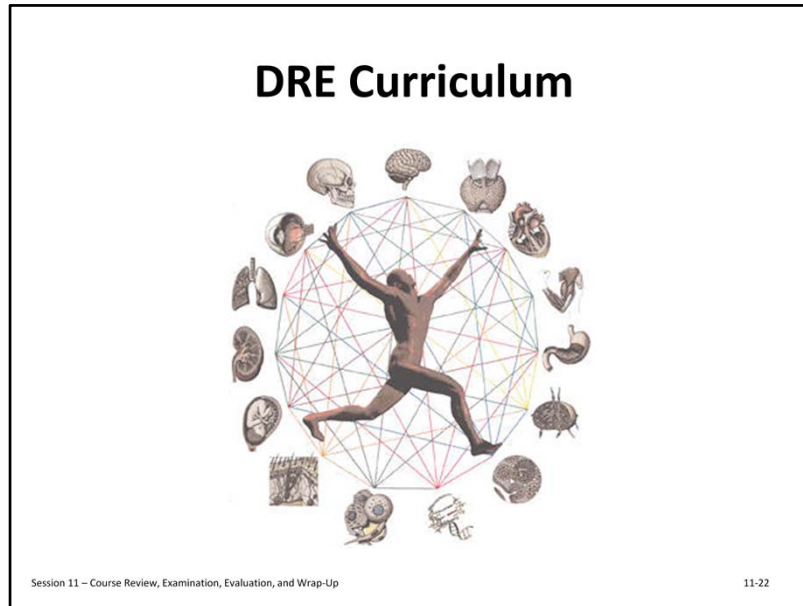


Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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- What are the twelve major components of the DRE drug influence evaluation?

Review of Physiology



- What is the distinction between the “Smooth” muscles and the “Striated” muscles?

- What do we call the chemicals produced by the Endocrine System? _____
- What is a neuron? _____
- Which two categories of drugs can most appropriately be called sympathomimetic?

- Which category can most appropriately be called parasympathomimetic?

Review of Physiology

- What is an artery?

- What is a vein?




When can you, as an instructor, sign off on a candidate's drug influence evaluation?

Who is authorized to recommend a DRE for certification to the DRE State Coordinator?

How many instructors must administer and approve the Certification Knowledge Examination and what is required for approval?

Recertification Guidelines

	<h2 style="margin: 0;">IACP Drug Evaluation and Classification Program</h2> <h3 style="margin: 0;">Recertification and Assurances</h3>
<p>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 I am the IACP of the agency has complied with all of the recertification standards which apply and give my assurances that:</p>	
<ol style="list-style-type: none"> (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 DRE Program instructor approved recertification training since the date of the DRE's most recent certification, and (3) Presented an accurate curriculum vitae and evaluation listing below to the appropriate coordinator for review, and (4) is recommended for recertification by affixing my signature below. 	
Agency Coordinator (if applicable)	Date _____
<h3>INSTRUCTOR RATING</h3>	
The above is also eligible for recertification as a DRE instructor.	
Agency Coordinator (if applicable)	Date _____
<h3>CONCURRENCE</h3>	
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 06/2016	

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What are the DRE instructor's two primary roles in assisting another DRE in satisfying their certification requirements?

[illegible]

Final Examination

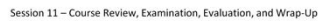


Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

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B. FINAL EXAM

[illegible]



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D. COURSE COMPLETION CERTIFICATES

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Course Evaluation



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E. COURSE EVALUATION

[illegible]

Questions and/or Concerns



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F. QUESTIONS AND/OR CONCERNS

[illegible]