

CSU NORTHRIDGE
POLICE DEPARTMENT
FIELD TRAINING PROGRAM

PART II
EVALUATION AND REMEDIATION

EVALUATION

During the field training process, trainees must be guided, directed, and made aware of their progress through written evaluations. Written evaluations include Daily Observation Reports (DORs), Supervisor Weekly Reports (SWRs), and End of Phase Reports (EPRs). The DORs are the most crucial of the written evaluations. These evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The learning goals and performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired (this guide is designed to reflect general law enforcement patrol duties but could be modified to many other law enforcement jobs such as dispatching, custody, etc.). When possible, these categories should be rooted in a Job Task Analysis that has been completed specifically for the agency. Job Task Analysis is the process of obtaining information about a job, and its requirements, in order to determine the knowledge, skills, and behaviors which are required for satisfactory performance of the job in question. If the agency has not completed a job task analysis specific to its patrol services, the agency should utilize the job task analysis information collected by POST or utilize categories developed by a similar type of agency. Research by POST and other law enforcement agencies has indicated that the key job task elements for the peace officer position are similar or identical throughout the nation.

The evaluation procedure should be based on the behavioral anchor approach which uses Behavior Anchored Ratings (BARs). Once the relevant job-related categories have been determined, *What* is to be evaluated has been identified. *How* to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against Standardized Evaluation Guidelines. The SEGs, as they are called, have been established to ensure each FTO's rating of a trainee will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors. Standardized Evaluation Guidelines should be provided for every category listed on the face sheet of the Daily Observation Report (DOR).

Standardized Evaluation Guidelines

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each agency, there is a need to articulate and document reference points. These reference points need to be properly articulated to explain the rationale supporting either a numerical score, such as "1" (Unacceptable), "4" (Acceptable), or "7" (Superior) or an alphabetic score, such as "NI" (Needs Improvement) or "C" (Competent).

The Standardized Evaluation Guidelines and the explanations for Unacceptable, Acceptable, Superior, Needs Improvement, and Competent may be modified to reflect the operational standards for a given agency. The SEGs found in this guide may need to be modified to accurately reflect the levels of knowledge and skill in a particular agency. Likewise, the categories listed on the Daily Observation Reports may also be modified to reflect the "job". For example, if an agency requires that each officer be trained as an EMT, that category and relevant guidelines should be included. The categories selected for rating should, (1) cover the totality of what an employee is required to do and (2) should be anchored in behaviorally descriptive terms.

The language in the SEGs cannot include everything that would represent the various levels of performance. The descriptors are (should be) designed to serve as examples to direct the rater's thinking in a certain direction. If every conceivable aspect of behavior in each category was included, it would be unlikely that the FTO could become conversant with all the language due to the sheer volume of information. It is of paramount importance that each rater (FTO) use the Standardized Evaluation Guidelines in the rating (evaluation) process.

Rating Behavior/Performance

As has been presented, each category (listed on the Daily Observation Report) is accompanied by a set of SEGs. Most agencies use the "San Jose Model" which utilizes a 7-point rating scale, although there are some agencies which utilize another point variation scale (either 3 or 5-point) or alphabetic scales ("NI" - needs improvement, "C" - competent, etc.). **Whatever rating scale an agency chooses, all trainees should be evaluated utilizing the solo patrol officer standard as the "acceptable" or "competent" standard.**

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 4, 7, "NI", or "C" anchor. Experience tells us that performance does not always "fit" into the nice, neat box as represented by the SEGs. A trainee's performance may be somewhat better or worse than those descriptors. In these cases where behavior is not "anchored" by the SEGs, the FTO must select the score. Although this may appear subjective, most field training officers, who have completed a basic field training officer course, will select one score over another because they are familiar with the job and have been trained to know "what it is supposed to look like." The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the trainee's performance should be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee's performance is consistent with the language of that guideline. **FTOs shall have no discretion in this matter.** It is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGs), you should see the same results, the same scores.

Common Performance Evaluation Errors

The evaluation process is a tool and, like any tool, if it is used in a way other than how it was designed to be used, it will not be effective. There are a number of common performance evaluation errors which, if present in your field training program, may destroy the goals of the program and the morale of its participants.

If the objectivity of the evaluation process is called into question, it is most likely because a rater or raters (FTOs) did not follow the guidelines and one or more of the following "evaluation errors" crept into the evaluation process.

The **ERROR OF LENIENCY** occurs when the rater assigns scores beyond those which are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate, but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an Unacceptable score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Standards don't fluctuate... a mile is 5,280 feet long no matter where in the country you may measure it!

The **ERROR OF PERSONAL BIAS** (also called the Halo or Horns Effect) occurs when the rater allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limit appraisal objectivity. What is rated in the Field Training Program is whether or not an individual can do the job as described... period! This is seen most often when FTOs are not familiar with the guidelines and with the language therein.

The **ERROR OF CENTRAL TENDENCY** is seen when the rater routinely "bunches" scores toward the center of the rating scale. This error is often present in FTO programs when agencies using the numeric scale require written comments for scores of 1, 2, 6, and 7. Some FTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the rater does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale. Many agencies using the numeric scale require only that scores of "1" and "7" be documented which allows for more latitude in the scoring.

The **ERROR OF RELATED TRAITS** happens when the rater gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

EVENT BIAS comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the Halo/Horns Effect.

"NO ROOKIE EVER GETS A 7" (or Exceeds Standards, Superior, etc) is a belief too often expressed. The SEGs should be based on real-life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a Superior level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.

"NOT ENOUGH" improvement to get a higher score is a judgment that an FTO may make when the trainee's performance is slightly better than that described as "needs improvement" performance in the SEGs. This posture is in violation of a rating rule that is part of the Behavioral Anchor

approach. Any time performance exceeds the guideline definitions, the improvement must be graphically displayed. In other words, it must be "visible to the eye" via a greater score.

The "**ROOM TO GROW**" theory has been around for a long time, too long as a matter of fact. The evaluator, wanting to "motivate" the trainee to work harder, assigns a score less than what the employee deserves. As human beings we know when we have done well and not so well. When someone fails to get the recognition that they deserve they experience a loss, rather than a gain, in terms of motivation.

AVERAGING SCORES has no place in an evaluation system! FTOs who assign a score based on an average of the trainee's performance for the day have selected a score that is not accurate nor is it indicative of the true nature of performance. A trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is "OK". Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault. **Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.**

FTOs are often uncomfortable about giving an Unacceptable rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the rater acknowledge the mistake(s) by assigning a score less than Acceptable. The FTO does not want to appear "picky" to the trainee, particularly with one who is doing very well, is in the latter stages of the program, and will likely be retained. The FTO **must** give the trainee an Unacceptable rating in an area regardless of how minor or infrequent the mistake when weighed against the trainee's otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a person's standing in the academy class; his or her relationship to another member of the department; the presence or absence of educational achievement; his or her age, gender, race or sexual orientation; physical appearance; etc. are only a few of a person's characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on what the individual does rather than who the individual is. Employees want their performances, not their personalities, discussed during a performance review. In this way, defensiveness on the part of the person being rated will diminish and the rater will be able to avoid these common appraisal errors.

The only measure that an FTO should use when evaluating the behavior and performance of a trainee is the Standardized Evaluation Guidelines. The objective rater deliberately avoids all of the many other subjective influences that are present.

Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO and FTA/S to remember four "goals" of documentation. To meet these goals, the documentation should be:

- (1) CLEAR
- (2) CONCISE
- (3) COMPLETE
- (4) CORRECT

The following suggestions will aid the FTO and FTA/S in accomplishing these goals.

1. **Set the stage.**

Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand why the FTO is pleased or unhappy with the behavior.

Example: The trainee, using excellent defensive driving techniques, brought an eighty-mile-an-hour, high-speed chase to a successful halt.

2. **Use verbatim quotes.**

It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

Example: The trainee, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in an unneeded physical confrontation.

3. **Report the facts, avoid conclusions.**

Let the facts speak for themselves. Do not form conclusions unless they are clear from the facts.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

4. **Remember your audience.**

Who is going to read this report? Your boss will. How familiar with the trainee's behavior is your boss? Could it be a Federal District Judge or a member of the Federal Appeals Bench, an attorney for a trainee, a member of the union, or your immediate supervisor? Write as though someone other than the trainee will read your documentation.

5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing.**

Your credibility and professionalism are at stake. Be a good role model!

6. **Speak to performance, not personality.**

Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of

documentation relieves some of the stress.

Example: Rather than write that "You did a poor job of handling call..." try "Trainee Jones did a poor job of handling, etc..."

7. **Use lists, if appropriate.**

The use of a "List" approach will sometimes save time and space.

Example: The trainee, when asked, failed to accurately identify the following 10-code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 10-29, 10-35, and 10-62.

8. **Think remedial.**

What has been tried, how did it work, what will you try next? Got a plan or idea? Document it and the results thereof.

9. **Use quantification whenever possible.**

Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

Example: It took Bill five tries to successfully complete a burglary report. See attached.

10. **Do not predict.**

Avoid statements such as "I am sure that Mary will, with a little more effort, be able to master the radio" or "Charley's skills will no doubt improve as the weeks go by." Rather than make statements of this nature, the FTO should write what the behavior should produce, i.e., "When Bill can complete reports of this nature within 30 minutes or less he will be performing at an acceptable level." Predictions set up false and inaccurate expectations and goals.

Writing narratives should be no mystery to any person selected to be an FTO. If an FTO can write an acceptable report, he/she can write an evaluation narrative! A way to keep documentation of this type in perspective is to write as though you are telling a story to a close friend or co-worker who was not present when the behavior was observed. Would you include all the details or talk in generalities? When in doubt, reread what you have written and then ask yourself if you would REALLY know what happened from what you have written. Another excellent approach is to have another FTO or your supervisor read your narrative. Do they have any questions? If so, your documentation may need some additional work.

Discussing Evaluations

The FTO and trainee's discussion of the evaluations is an extremely important aspect of the field training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation. Failing to hold a discussion serves to destroy the practical aspect of the evaluation system.

To preserve this practical aspect and put it to use, the performance evaluation must :

- 1) Be understood and accepted by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation.
- 2) Be the basis for plans to help the trainee improve performance as needed.
- 3) Give the trainee recognition for strong points and also call attention to weak areas.
- 4) Result in a better understanding between the FTO and the trainee.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two-way conversation." Trainees should be encouraged to express how they feel.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should get across the idea that performance is being discussed and not a defense of the evaluation. Trainees should be encouraged to analyze their own deficiencies and motivations.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments, if desired.

PERFORMANCE EVALUATIONS

Daily Observation Report (DOR)

The Daily Observation Report is to be completed by the FTO at the end of each and every shift the trainee is assigned to work during field training, including days where no evaluation is given (i.e., the Orientation "limbo" period during Phase I, days off sick or injured, etc.). The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the trainee's progress in terms of his/her performance and knowledge, the improvements that are needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift unless unusual circumstances exist. It is important that this documentation be provided as immediate feedback to the trainee.

The DOR is designed to rate observed behavior with reference to either a numerical or alphabetic scale (i.e., 1,4, and 7 or NI and C). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (N.O.) during the shift covered by that DOR. The numeric or alphabetic rating, based on the Standardized Evaluation Guideline for each category, is recorded by circling or marking the appropriate number or letter. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained on the reverse side of the form.

DORs have a "N.R.T." box on the face of the form. "N.R.T." means Not Responding to Training. In addition to a numerical rating in the particular category, this box may also be marked or the box alone may be marked. N.R.T. is assigned after reasonable remedial efforts have failed to result in improvement. Citing N.R.T. is a serious step and is considered a "red flag" for the trainee and should get the commanding staff's attention. Simply put, if improvement is not made, termination may result. It is expected that there will be significant documentation about the problem before this step is taken. The decision to assign N.R.T. is somewhat subjective but one that can be reasonably justified. The rater must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the rater then must get an idea of how many tries the trainee has had at task completion. What we are searching for in this process is the presence or absence of balance (i.e., Has the trainee had enough opportunities to complete the task given the difficulty?). If the answer is "Yes", N.R.T. is appropriate. If "No", continue with remediation.

Note: We must be sure that any remediation that may have been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will be examined to ensure that the strategies employed would likely lead to improvement.

The "R.T." column found on the DOR refers to remedial training or the time spent by the FTO in the correction or review of previously taught information or procedure. When 15 minutes (some agencies use a 10-minute standard) or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a "check" or "X" is sufficient. The amount of time the FTO spends is based on an estimate and does not have to be accurate. A "reasonable" estimate, one that is reasonable to the trainee as well, is all that is required. Part II, sections 3-4 contain more information on remedial training and strategies.

The DORs have a Daily Score ("D.S.") box on the left side of the face of the form. This column of boxes can serve several purposes. Most often after the FTO has reviewed the DOR with the trainee, the trainee should transfer (write) each score from the rating scale into the box in this column. This practice serves to reinforce how the trainee performed on that day. Secondly, these scores can later be transferred to a chart reflecting rated performance over a period of time. The tracking of these scores produces a picture of improvement or lack thereof. A chart of this type can also be used by the FTA/S to identify potential inconsistencies in individual FTO ratings.

The reverse side of the DOR is designed for narrative comments. Both negative and positive performance should be noted by the FTO. Steps taken to assist trainees in improving their performance should also be noted here.

All Daily Observation Reports are to be signed and dated by both the trainee and the FTO and by the Field Training Administrator/Supervisor and/or the Field Training Coordinator. The FTA/S must monitor the trainee's progress through the review and signing of these DORs and/or through the completion of a Supervisor's Weekly Report (SWR).

Supervisor's Weekly Report (SWR)

In an effort to ensure accountability, supervision, and participation from a higher level within the agency, the Field Training Administrator/Supervisor shall complete an evaluation of the trainee's performance and progress each week. The evaluation will be completed and administered to the trainee by the Field Training Supervisor. This report is useful not only to report a trainee's performance but to serve as a check and balance of the FTO's evaluation of the trainee.

The SWR contains a sentence in which the Supervisor advises the trainee that his/her performance for that week was either "acceptable" or "unacceptable". Each week the trainee will be advised by the FTA/S as to the level of his/her overall performance for the week just completed. This report provides additional feedback to the trainee and opportunity for the trainee to discuss other training issues with a supervisor, if needed.

The SWR shall be signed and dated by both the trainee and the FTA/S.

End of Phase Report (EPR)

At the end of each phase of training, FTOs will complete an End of Phase Report detailing the trainee's significant strengths and weaknesses, as well as a list of specific training provided during the phase, with recommendations for training needed by the trainee during the upcoming phase of instruction.

In this report, FTOs will indicate their judgment as the actual level of performance demonstrated by the trainee. The EPR should be discussed in a field training staff meeting with the FTA/S, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction.

The EPR shall be signed and dated by the trainee, the FTO, and the FTA/S.

Competency Attestation

It will be the responsibility of the primary FTO, upon the trainee's successful completion of the final phase of field training, to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training manual have been covered and signed off and after personally observing the trainee's acceptable performance in **all** of the functional areas or categories, the primary FTO will initiate a completion record/competency attestation form to be routed through the chain of command. This form should become a permanent part of the trainee's training record. This form should be signed and dated by the trainee, the primary FTO, the FTA/S, and the agency head (or his/her designate).

REMEDIAL TRAINING

Every FTO knows of his or her obligation to train and evaluate, but many overlook the follow-up aspect of that role, i.e., to correct observed deficiencies in the areas of knowledge, skill, and attitude. It is not sufficient to point out what is wrong and to report it; what is required is that the FTO then do something to help the trainee improve. This is called remedial training.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** "Previously taught," for our purposes, does not include any training that the employee received in the Regular Basic Course (Academy). This training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and improved the job performance. Another way of expressing this is that we will give the trainee "one free pass" while in the program. The first time that a subject, item, or skill is explained or demonstrated by the FTO, it shall count as the very first training experience!

What Behavior Requires Remediation?

Simply put, anything recognized as a performance deficiency requires remediation. But, unfortunately, some performance deficiencies have, as their root cause, something that the FTO cannot correct. Some examples are immaturity, absence of a positive self-image, lack of common sense, worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It is wrong, however, to automatically assume that a failure to perform well is linked to one of the above reasons. It is most likely that inexperience and an absence of sufficient practice has led to the problem. The FTO's role is to help the trainee overcome the difficulty and to give him/her an opportunity to learn and perform.

Who Remediates?

Initially, it is the FTO's responsibility to provide the correction or review that is called for. It is typical and common that most problems can be resolved by the FTO but occasionally this may not be the case. The field training program staff must be prepared to invoke creative and sometimes dauntless efforts to bring about the desired change. The use of outside resources is one of the more effective methods that should be considered.

When Does Remediation Begin?

Remediation should begin when the problem is observed or as soon after as practical. Remediation may be in the form of a simple comment, i.e., "this word is spelled..." or "remember to keep your gun hand clear." These types of remedial efforts or remedial comments often take place simultaneously to the observed mistake. Other remedial efforts may take place at a time and, perhaps, a location away from the actual event. The important things to remember are that (1) an error must be corrected and (2) that correction should come as soon as practical following the behavior without interfering with the agency's service responsibility.

What Are the Steps to Remediation?

1. Being as specific as possible. Identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.
4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Summary

Most remedial efforts take place in an "ongoing" way as the trainee and FTO interact. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away are those which call for a more formal approach as described above and may actually require an extended stay in the training program. Consider using a Remedial Training Assignment Worksheet when developing your remedial plan. Be sure to document the plan and the results.

Above all, take credit for your remediation efforts. When appropriate, complete the column on your DOR which calls for a report of the time spent on remediation. Documentation of remediation may turn out to be the critical factor in the event of a recommendation for termination.

REMEDIAL TRAINING STRATEGIES

For any identified deficiency, the number of remedial training strategies are countless, limited only by imagination and feasibility. Strategies should not be dangerous, demeaning, harassing, or expose the department to liability. Factors involving ethics, legality, and morality must be carefully weighed before undertaking a remedial training plan. No agency policies, procedures, or safety standards can ever be violated for the sake of training.

These suggestions, some non-traditional, may be applicable for (1) assisting trainees in gaining proficiency with items in the training guide, or (2) designing remedial training plans. Remember, **the first step is always to accurately diagnose the problem!**

Common Remedial Training Strategies

Role Plays and Scenarios:

This is a superb tool for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise, not an actual event.
2. No loaded weapons should ever be used in field training scenarios.
3. Choice of location (so as not to involve unknowing, concerned citizens).
4. Selecting role players who understand the win-win philosophy (If the trainee does it right, they win!).

Role Reversals:

Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

Commentary Driving:

This technique involves the senses of touch, sight, and hearing in the learning process. The trainee is advised to maintain a running commentary on what is observed while operating the vehicle (in the case of Driving Skill) or while acting as either the driver or passenger (in the case of Patrol Observation).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information.

When Patrol Observation is being taught, the trainee should direct his/her attention to people and things which would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does.

When Orientation Skills are being taught, the trainee provides a commentary of the (1) direction of travel, (2) location by intersection, and (3) identification of landmarks.

Commentary Thinking:

This technique is especially useful for those trainees who routinely know what to do but, once subjected to stressful situations, become muddled or disjointed in their ability to think.

Commentary thinking is simply thinking out loud. Trainees are instructed to talk out their thoughts. They are not allowed to think silently. If they are en route to a particularly stressful call, then they must tell the FTO what the call is, how they will get there and, once there, what their actions will be. In this way, they must order their thoughts and present them to the FTO in a clear and logical manner.

An important benefit to trainees from this exercise is not only the "putting in order" of their thoughts and actions, but the slowing of their thought processes and prevention of "overload". We have all been in situations where our minds raced so fast that our actions have not been able to keep up. An example might be when we try to write down an interesting idea. Our thoughts flow much faster than we can write. This is what happens to some trainees when confronted with a situation with which they are uncomfortable. By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable pace. This process will also have a calming effect and reduce stress.

Flash Cards:

The making of flash cards by the trainee enhances the learning process because more than one "learning sense" comes into play. Flash cards are particularly effective with such subjects as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Report Form Selection and Spelling.

Spelling Quizzes:

The FTO keeps track of words which are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

Self-Evaluations:

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation". As with the FTO's evaluation, both parties review and compare the DOR at the end of the shift.

This technique should be employed infrequently, no more than once every two to three weeks, or it will lose its effectiveness.

Non-Traditional Strategies By Subject

Directing Traffic:

1. FTO draws diagrams for trainee to place self, flow of traffic, ideal locations for fire and medical response, etc.
2. Shut down an intersection and let trainee practice. Start with quiet intersections and build to busier.
3. Have trainee speak with other FTOs, traffic officer, etc.
4. Have trainee speak with fire and medical responders for their perspective.
5. Request special assignments for these types of calls.

Traffic Stops:

1. Role play, in a parking lot, using other FTOs and vehicles.
2. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
3. Have trainee speak/ride with a traffic officer, etc.
4. FTO draws diagram for the trainee to place self, vehicle positions, ideal locations for stop, etc.
5. Use miniature cars for placement.
6. Develop a checklist; first written, then mental.
7. Verbal and written quizzing on traffic codes and elements.
8. Have trainee practice completing citations and warnings on copied blank forms.

Report Writing:

1. Use report writing exercises.
2. Pull some good and bad reports as examples. Be sure to remove the author's name.
3. Interview detectives, instructors, attorneys, and judges as to what they think makes a good report.
4. Have trainee enroll in a writing class.
5. Have trainee obtain and read library books on the subject.
6. Develop checklist to include elements of crimes for the more common calls.
7. Suggest trainee purchase a speller.
8. Have trainee view professionally produced videos.
9. Have trainee spend time working with a tutor.

DUI:

1. Role reversal with FTO making actual stops and trainee doing the critique.
2. Role play in a parking lot using other FTOs and vehicles.

3. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
 - c. Previous DUI arrests.
4. Interview DUI officers, instructors and attorneys.
5. Review old DUI reports. Be sure to delete the authors' names.
6. Review actual case law at library.
7. Have trainee ride with a traffic officer.
8. Develop a checklist for procedures and forms.

Courtroom Demeanor:

1. Interview detectives, instructors, attorneys and judges as to what they think makes a good witness.
2. Take the trainee through various courtrooms.
3. Have trainee observe a trial.
4. Conduct a mock trial.
5. Have trainee perform a courtroom role play, using one of his/her citations or arrests.

Investigative Procedures:

1. Interview detectives, instructors, and attorneys as to what they think makes a good investigation.
2. Verbal and written quizzing on elements of crimes.
3. Have trainee spend some time with an I.D. technician.
4. Tour a crime laboratory.
5. Follow one of the trainee's cases through with the assigned detective.
6. Create a mock crime scene.

Felony Stops:

1. Practice visualization techniques.
2. Role plays with trainee as officer and suspect, in daylight and darkness.
3. FTO draws diagrams for trainee to place self, vehicle positions, ideal locations for stop, etc.
4. Develop a checklist for verbal commands.

Domestic Disputes:

1. Use models (dolls, play house, etc.) for placement.
2. Role play using other FTOs, etc.
3. Interviews with victim advocate groups, etc.
4. Attend an Order of Protection hearing.
5. Request special assignments for these types of calls.

Orientation Skills:

1. Give trainee copies of the map which contains the streets but no names. Trainee fills in the names.
2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
3. Throughout shift ask trainee, "Where are we now?"
4. Give the trainee addresses, transparencies, and a marker. Have trainee trace the route to the location.
5. Have trainee obtain and study overhead maps from highway department or run maps from the fire department.

Radio Procedures and Codes:

1. Role plays
 - a. What is going on with other officers?
 - b. Sample sentences/codes.
 - c. Describe scenario. Ask trainee how to say it on the radio.
2. Obtain a tape recorder which you and the trainee use as a radio in role plays.
3. Have trainee speak in codes rather than English.
4. Assign trainee to a shift in Communications to work with an operator. Have trainee log the codes and then decipher into English, turning in the final product.
5. Have trainee listen to a scanner.
6. Have trainee read all license plates phonetically.
7. Listen to old Communications tapes.

Accident Investigation:

1. Have trainee ride with an accident investigator.
2. Develop a checklist for steps in completing an accident report.
3. Review past reports and diagrams. Be sure to delete the authors' names.
4. Create a scenario and have the trainee draw a diagram.
5. Request special assignments for these types of calls.
6. Using crayon attached to the corners of a block, show tire skids, etc.
7. Visit driving track skid pan.
8. Observe an autopsy for occupant injuries, etc.
9. Visit a junkyard for damage estimates, etc.

Rapport With Citizens:

1. Increase exposure to public.
 - a. Business contact card file.
 - b. Traffic stops.
 - c. Neighborhood watch and crime prevention meetings.
 - d. Front desk.
2. Have trainee spend a shift with a public relations officer.

3. Role plays.
4. Videotape trainee's contacts. Have trainee review and critique performance.
5. Assign trainee to work with an agency volunteer.

Total Confusion:

1. Have trainee complete a self-evaluation.
2. Develop a flow chart of basic tasks.
3. Have trainee speak with and/or observe FTOs, sergeants, and/or staff psychologist.
4. Flash cards.
5. Read past case reports. (Be sure to delete the authors' names)
6. Role play simple repetitions.
7. Organize the car the way the trainee is comfortable.
8. Have trainee list his/her perceptions of the job.

Summary

Always remember to:

1. Diagnose the problem.
2. Provide feedback.
3. Use all the resources available.
4. Be creative.
5. Document the trainee's performance and your efforts.