U.S. DEPARTMENT
OF TRANSPORTATION

SFST Refresher Training Course

Instructor Manual
2004 Edition

NHTSA
People Saving People

PREFACE

The Facilitator's Guide provides an introduction and overview of the SFST Refresher Training Program. The SFST Refresher Training Program is available as a CD-ROM program and as an Instructor-led program. This Facilitator's guide will describe both formats.

BOTH THE CD-ROM AND THE INSTRUCTOR-LED SFST REFRESHER TRAINING PROGRAMS ARE INTENDED FOR THE PURPOSES OF REFRESHER TRAINING ONLY. THESE PROGRAMS ARE NOT A SUBSTITUTE FOR NHTSA/IACP APPROVED DWI DETECTION AND STANDARDIZED FIELD SOBRIETY TESTING TRAINING.

The SFST Refresher Training Program focuses on enforcement of alcohol impaired driving. Other programs have been designed to improve police officers' skills in detecting and apprehending drug impaired drivers, including a four-hour module, "Introduction to Drugs That Impair" and an eight-hour module, "Drugs That Impair Driving." These are available from the National Highway Traffic Safety Administration (NHTSA).

For more information regarding other materials and programs, contact your State Office of Highway Safety or your NHTSA Regional Training Coordinator (See Appendices D & E).

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PURPOSE OF THIS DOCUMENT

The Facilitator's Guide is intended to facilitate planning and implementation of the SFST Refresher Training Program. The guide provides a general overview of the sequence of instruction for the SFST Refresher Training Program. This guide also provides specific information on how to use the CD-ROM program as well as an outline of the Instructor-led course materials.

This guide is a tool to be used by a facilitator overseeing students working individually with the CD-ROM program or by an instructor leading a group of students in a classroom setting.

OVERVIEW OF THE COURSE

- **Intended Audience**

  SFST Refresher Training is for law enforcement officers at the Federal, state, county and local level who have already taken and ***successfully completed*** the NHTSA and IACP approved DWI Detection and Standardized Field Sobriety Testing Training Program.

- **Purpose of the Training**

  The primary purpose the SFST Refresher Training Program is to improve the overall consistency of how the SFST test battery is administered by individual police officers. Officers can refresh their skills at:

  - recognizing and interpreting evidence of DWI;
  - administering and interpreting the scientifically validated sobriety tests; and
  - describing DWI evidence clearly and convincingly.

  The refresher training also provides officers with information regarding recent case law and research studies.

- **Course Content**

  The SFST Refresher Training Program has 6 content units. Each unit has an introduction, several topics, and an activity. The following is a description of the topics and content covered in each unit:

Unit 1: Phase 1-2: Vehicle in Motion and Personal Contact

Description

This unit is a review of the first two phases of Standardized Field Sobriety Testing. Phase 1, Vehicle in Motion, covers the officer's initial observations of vehicular operation, the decision to stop, and observation of the stop. Phase 2, Personal Contact, covers the face-to-face observation and interview of the driver while still in the vehicle and the decision to instruct the driver to exit the vehicle. This unit also describes how officers can use the DWI Investigation Fields Note Form to document important evidence collected during Phase 1 and Phase 2.

Visuals

The visuals in Unit 1 include a combination of still images and video. The video is used to illustrate the driving cues of impairment. Each of the five driving cues presented has an accompanying video clip of a driver exhibiting the cues.

Activities

Activity #1: Watch a short video clip and see if you can identify the driving cue that indicates that the driver may be impaired. Select one choice that describes the most obvious driving cue of impairment. (A video clip shows a vehicle turning onto a one way street.)

1. Failure to signal or signaling that is inconsistent with action
2. Turning with a wide radius
3. **Driving the wrong way on a one way street**
4. Accelerating or decelerating for no apparent reason

Activity #2: What is the major decision an officer must make during Phase Two?

1. Whether to stop the vehicle
2. Whether to arrest the driver
3. **Whether to request the driver to exit the vehicle**
4. Whether to administer SFST

Unit 2: Phase 3: Pre-Arrest Screening

Description

This unit covers the pre-arrest screening phase of Standardized Field Sobriety Testing. The first topic covers the administration and interpretation of the Horizontal Gaze Nystagmus test. The second topic covers the administration and interpretation of the two validated divided attention tests: the Walk-and-Turn and the One-Leg Stand.

Visuals

Unit 2 visuals include still images, graphics, and video. Video clips are used to demonstrate how to administer the Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand tests.

Activities

Activity #1: After watching a video of an officer administering a Horizontal Gaze Nystagmus test, you will be asked to identify the clues exhibited by the subject. (A video clip shows a subject exhibiting all six clues of nystagmus. The student answers the question by selecting the appropriate boxes on the DWI Investigation Fields Note form.)

1. Lack of smooth pursuit (both eyes)
2. Distinct nystagmus at maximum deviation (both eyes)
3. Onset of nystagmus prior to 45 degrees (both eyes)

Activity #2: Instructions Stage stance for the Walk-and-Turn test should be:

1. Right foot 9 inches in front of the left; arms down at their sides.
2. **Heel-to-toe; right foot in front of left foot; arms down at their sides.**
3. **Feet together; arms straight out from their sides.**
4. **Heel-to-toe, right foot in front of left; arms straight out from their sides.**

During the Walking Stage of the Walk-and-Turn test, the suspect should:

1. Take ten steps down the line counting their steps out loud; turn; take ten steps back counting backwards from ten.
2. Take ten heel-to-toe steps down the line; turn; count to ten; take ten heel-to-toe steps back.
3. Take nine steps down the line with feet ten inches apart; turn; take nine steps back with feet ten inches apart.
4. **Take nine heel-to-toe steps down the line; turn; take nine heel-to-toe steps back counting their steps out loud.**

Unit 3: Interpretation of Evidence/Making the Arrest Decision

Description

This unit is a review of how an officer decides to make an arrest following the administration and interpretation of the SFST test battery. This unit also covers some of the reasons for inconsistent blood alcohol concentrations (BAC) and options for dealing with inconsistent BAC.

Visuals

The visuals for this unit include several still images.

Activity

From this list, select all of the drugs that cause HGN.

1. **Inhalants**
2. Marijuana
3. **PCP**
4. CNS stimulants
5. Hallucinogens
6. **CNS depressants**

Unit 4: Field Notes

Description

This unit describes the purpose of taking descriptive field notes and provides some guidelines and examples for taking clear, concise notes. This unit also reviews the DWI Investigation Field Notes form with a description of each section.

Visuals

The visuals for this unit include several still images and a graphic of the DWI Investigation Field Notes form. This unit also uses a video clip for the activity.

Activity

See if you can choose the best way to describe an incident. Select one choice that best describes the incident. (A video clip shows a vehicle failing to stop at a stop sign and turning where a child is crossing in a crosswalk.)

1. Driver made an illegal turn in a school zone
2. Driver did not slow down for child in cross walk
3. Vehicle made a jerky stop at a stop sign
4. **Vehicle jerked to slow down; failed to stop at stop sign; turned with disregard for child in crosswalk**

Unit 5: Testimony and Pre-Trial Preparation

Description

This unit looks at how to prepare for trial and guidelines for testimony, including presenting the facts, do's and don'ts, and professional conduct.

Visuals

The visuals for this unit include several still images.

Activity

Select all the appropriate actions an officer should take when preparing for testimony.

1. **Review the case file**
2. Discuss details of the case with the defense attorney
3. **Compile complete and accurate notes**
4. Call the suspect's immediate family
5. **Discuss the case with other officers involved**
6. **Mentally organize the elements of the case**

Unit 6: New Developments

Description

This unit highlights some of the **new** developments in the research, administration, and interpretation of the SFSTs. Topics covered include state case law on HGN and validation research. This unit also provides an overview of the four-hour training module entitled "Introduction to Drugged Driving" and the eight-hour module "Drugs that Impair Driving" as well as a description of the Drug Evaluation and Classification program.

Visuals

The visuals for this unit include graphics and several still images.

Activity

In the Florida Validation Study, it was found that an officer's decision to arrest is correct what percentage of the time?

1. 45%
2. 65%
3. 75%
4. **95%**

- **Length of the Training**

Instructor-led

The classroom-based, instructor-led program is designed as a one-day course. The content alone will take approximately 5 ½ hours to cover. This time may vary depending upon each individual instructor, the number of students in the class, and the number and length of breaks.

CD-ROM

The estimated contact time for the CD-ROM program is 2 ½ hours. (Contact time refers to the amount of time a typical student would require to view all of the content screens, complete the exercises and take the tests. It does not include the amount of time required to read all of the reference documents on the CD, or to review material a second or third time.) This estimate is based on a student working at an individual pace. If the CD-ROM is being used in a classroom setting, the length of time will depend upon the instructor but should take no longer than 8 hours.

- **CD-ROM vs. Instructor-led**

The content for both SFST Refresher Training programs is identical. The selection of a format should be based on your facility's available equipment, the availability of an instructor, and the availability of the officers to be trained. While each format has advantages, instructors can choose a format that is best suited to their specific needs.

CD-ROM Training

The CD-ROM program allows for greater flexibility and can be used on a wide range of desktop and notebook computers (see 'Installation Instructions' for the minimum system requirements). The CD-ROM format is designed to be used by individual officers sitting at a personal computer. Because of the portability of a CD-ROM, officers who are unable to take time away from their duties or to travel great distances to be part of a classroom can still complete the training.

Consider using the CD-ROM program if you:

1. have the equipment,
2. do not have a qualified instructor,
3. have remotely located officers to be trained, or
4. are unable to establish an optimal date to bring a class together.

Instructor-led Training

The instructor-led course is designed to be used by an Instructor in a classroom setting. The equipment requirements are different than the CD-ROM program (see 'Visual Aids').

Consider using the Instructor-led program if you:

1. do not have the appropriate equipment,
2. prefer the classroom-based, instructor-led atmosphere, or
3. have a large group of officers to be trained at one time.

HOW TO USE THE CD-ROM

The SFST Refresher Training CD-ROM contains two programs: SFST Refresher Training for Law Enforcement Officers (referred to in this document) and an Overview for Prosecutors. The Overview for Prosecutors is designed for prosecutors to learn more about how officers are trained in the use of the SFST test battery (see Appendix C for an outline of the prosecutor program). Both of these programs are accessed through the same installation and start up routine. When a user starts the CD, they are prompted to select one of the two programs.

- **Installation Instructions**

  Before beginning the installation, be sure that the computer to be used meets the minimum system requirements.

  Minimum System Requirements:

  - Windows 95/98/NT
  - Pentium 133 MHz or equivalent
  - 20 MB free hard drive space
  - 16MB RAM
  - 4x CD-ROM
  - Sound card and speakers
  - Monitor: 800 x 600 resolution; High Color (16bit)

  Note: To use the web links found throughout the program, a connection to the internet must be active.

To Install the CD

Insert the SFST Refresher Training CD into the CD-ROM drive.

1. The SFST Install application should appear.
2. Follow the on-screen instructions to complete the installation.
   Note: The installation will automatically set up QuickTime® 4.0 and Adobe Acrobat® Reader.
3. To start the program, click the START button, select PROGRAMS, and then select SFST - An Interactive Guide.
4. Make sure to keep the CD in the CD-ROM drive.

Troubleshooting

If the SFST Install application does not appear automatically, you can install the program manually.

1. Make sure the SFST Refresher Training CD is in the CD-ROM drive.
2. Click the **START** button, then select **RUN**.
3. Click the **BROWSE** button, use the drop down menu to locate your CD drive.
4. Select **SETUP.EXE** from the list in the window and click **OPEN**.
5. Click **OK** to start the installation.
6. Follow the on-screen instructions to complete the installation.
   Note: The installation will automatically set up QuickTime® 4.0 and Adobe Acrobat® Reader.
7. To start the program, click the **START** button, select **PROGRAMS**, and then select **SFST - An Interactive Guide**.
8. Make sure to keep the SFST CD in the CD drive.

- **Student Log In**

Once the program has been installed and started (see "Installation Instructions"), an officer begins by logging in. The log in information is recorded on the officer's final report (see "Student Tracking and Management").

The first screen in the log in process has fields for entering:

- First Name,
- Last Name,
- Unit, Department or Agency, and
- Badge/ID Number

Using the keyboard to enter the information and the tab key to move from field to field, the officer must supply the requested information. If the information is not entered, a message is displayed informing the officer that the information is required to proceed.

The next screen in the log in is a **disclaimer reminding the officer that this program is intended for refresher training only and not a substitute for DWI Detection and Standardized Field Sobriety Testing training.**

The last screen in the log in process has fields for entering answers to the following questions:

1. When did you attend (and successfully complete) the NHTSA/IACP approved DWI Detection and Standardized Field Sobriety Testing training?
2. How long was the training?
3. How much experience do you have administering the SFST battery? (number of arrests using the battery)

Finally, the student is instructed to insert a floppy disk into the computer (unless one has been previously inserted). The floppy disk is necessary because when the student exits the program, all of the above information along with scores on the pretest and final test are written to the floppy disk.

- **Navigation Buttons**

The navigation buttons are clickable areas on the screen that enable the student to go to a different part of the course. The operation of these navigation buttons is described below.

Next

This button allows the student to proceed to the next screen. The Next button is not available when the student must respond to an instruction that requires an interaction. In this situation, the button does not highlight when rolled over and nothing happens if it is selected. At the end of a lesson, the Next button takes the student to the appropriate unit menu to select another lesson.

Back

This button allows the student to go back to the previous screen. If the student is at the beginning of a lesson, the Back button will not highlight when rolled over and nothing happens if it is selected.

Menu

The Menu button will return the student to either the Unit Menu or the Main Menu depending upon where they are in the program. This button is always active.

Quit

The Quit button will open a dialog box that reads, "Click OK to exit or Cancel to return to the program." If the student clicks OK they are exited out of the program. If the student clicks Cancel, the dialog box goes away and they remain on the current screen.

Help

Selecting the Help button opens the course tutorial. This is the same tutorial that is provided during the course introduction. The tutorial is an overview of how each of the navigation features and tools operate. When the student rolls the mouse over each item on the screen, a pop-up text box appears that explains what the item does and how it operates. When the student clicks on the Close button the tutorial goes away and they return to where they left off.

- **Tools**

Along with the navigation buttons, the course interface has a button labeled "Tools". When the student clicks on the Tools button, a list animates up from the button.

The following tools are available throughout the program:

Glossary

The Glossary is an on-line dictionary of the technical terms used in the program. When the student clicks on the Glossary from the Tools Menu, the Glossary will appear. The Glossary screen contains three boxes – one for an alphabet that allows the student to select a letter, one with a list of terms that begin with the currently highlighted letter, and one for the definition. The student can select a letter to see a list of words that begin with that letter and then select a term from the list to see the definition.

Throughout the program, terms that are found in the glossary are highlighted in red (only once per screen). The student can click on the term and the glossary will appear with the definition to that term displayed.

The student clicks on the Close button to exit the glossary and return to where they left off.

Take Notes

When the student clicks on Take Notes from the Tools Menu, a blank text box will appear. The student can type directly into this box. The student clicks on the Close button to exit this screen and return to where they left off.

References

When the student selects References from the Tools Menu, a screen showing reference documents is displayed. This screen also lists contact information and web site links. There is also an option to select Field Notes Form. When the Fields Note Form or the contact information is selected, Adobe Reader will be launched (the software for this tool is installed during the installation routine) and the document will be opened. The student can scroll through the document and print all or part of it. When the student is finished with the document, they can close the Adobe Reader window by clicking on the 'X' in the upper right hand corner of the window. If the student's workstation is connected to the internet, selecting a web site link will take them to the appropriate site. Clicking on the 'X' in the upper right hand corner will return the student to the reference screen.

The student clicks on OK to close the References screen and return to where they left off.

Bookmark

This option allows the student to create, modify and delete a bookmark for any screen in the program. When the Bookmark option is selected, a window will appear that shows the current list of bookmarks that have been set by the student. Buttons along the bottom of the window allow the student to "Edit Bookmark", "Delete" a bookmark, "Add" a bookmark for the current screen, or "Clear All" current bookmarks. A small text field is enabled when the student selects either "Add" or "Edit Bookmark". The student types the new or modified name in this field. To go to a specific bookmark on the list, the student highlights a bookmark name and clicks on "Go To". Once at a bookmark, the student may go back to the original location in the program by clicking on Bookmark from the Tools Menu and selecting "Back".

Print

When the student selects "Print" from the Tools Menu a dialog boxed is displayed that reads "Click OK to print the current screen or Cancel if you changed your mind." If the student selects OK (and the workstation is connected to a printer) the current screen display is printed. If the student selects Cancel, the dialog box goes away and they remain on the current screen.

- **Student Tracking and Management**

To begin the program, law enforcement officers are required to insert a floppy disk into the computer. A Word file is created on the floppy disk using the student's last name as the file name (i.e., Smith.doc).

The following information is recorded in the student file:

- Date
- Time
- Information recorded during log in (name, badge number, experience, etc.)
- Response to the disclaimer (agree or disagree)
- Pretest score (percentage correct and number or missed questions)
- Final Test score (percentage correct and number or missed questions)

An officer can take the pretest and final test as often as they like; the program will record all subsequent scores and list them by time. **Note:** If a student has taken one or both of the tests, exits the program, and returns at a later time it is advised that the student use a second floppy disk or add a number to their last name (for instance, 'Smith' and then 'Smith2'). This will prevent the records from the first visit from being overwritten.

The training officer or system administrator can access the data from the student's floppy disk and print out a report if desired. For purposes of course management, the student's data can be exported into a database or spreadsheet.

INSTRUCTOR-LED COURSE MATERIALS

The course materials for the Instructor-led SFST Refresher Training Program consist of the following documents and materials:

- Instructor's Lesson Plans Manual
- Visual Aids
- Student Manual

- **Instructor's Lesson Plans Manual**

  The Instructor's Lesson Plans Manual is a complete and detailed blue print of what the course covers and of how it is to be taught. It is organized into 6 units corresponding to the six units on the CD-ROM. Each unit consists of a cover page, an outline page, the lesson plans, a paper copy of the visual aids ("slides"), and any other related material referenced in the unit.

  - The **cover page** presents the unit's title and the total instructional time required to complete the unit.

  - The **outline page** lists the content segments and principal types of learning activities that take place during the unit.

- The **lesson plans** are arranged in a three-column format.

    1. The left column contains the training aides (i.e., time frames and visual aides, etc.)
    2. The center column contains the content (i.e., an outline of what is to be taught)
    3. The right column contains Instructor Notes. These notes provide guidance concerning how the content is to be taught. For example, the instructor notes might include the approximate amount of time to be devoted to a particular topic and/or points requiring special emphasis.

In addition to the content for each of the 6 units, the Instructor's Lesson Plans Manual includes the following:

- Glossary
- DWI Investigation Field Notes Form
- Pretest
- Final Test
- Case Law
- Validation Research Studies
- State Offices of Highway Safety
- NHTSA Regional Offices

The Instructor's Lesson Plans Manual is designed to prepare the instructor to teach the course. Instructors should review the entire set of lesson plans to become familiar with the content and develop a clear understanding of the course flow. Instructors are expected to gather and be prepared to operate any equipment necessary (i.e., projection screen, computer with PowerPoint software, VCR). Instructors should also have all student manuals and handouts (i.e., pretest and final test) prepared before class begins.

Instructors should use the lesson plans as a tool for helping to maintain the sequence and pace of presentations and other learning activities. The Instructor's Lesson Plans Manual is not a script and should not be read verbatim to the students.

- **Visual Aids**

The instructor-led program uses two types of visual aids:

- PowerPoint presentations
- Videotape

The PowerPoint presentation that accompanies the instructor-led course has the same look and feel as the CD-ROM program including the graphics and embedded video. The PowerPoint presentation is used to emphasize key points and support the instructor's presentation. Instructors should use this presentation when a computer and/or projection system is available for use.

If a computer is not available to display the PowerPoint presentation, instructors can use the print-ready format. This is a black and white, paper version of the PowerPoint presentation (found in the Instructor's Lesson Plans Manual) that can be printed as handouts or transparencies. A videotape which includes all of the video clips used in the program can be used to accompany this version of the presentation.

In addition to the PowerPoint presentation and the videotape, the instructor should feel free to use any available chalkboard or flipchart paper to add emphasis to a presentation.

- **Student Manual**

The SFST Refresher Training Student Manual serves as a reference guide for the student. Each student should receive a manual that includes:

- Training Objectives
- Glossary
- DWI Investigation Field Notes Form
- Pretest
- Summary of the content for each unit
- IACP Standards
- Validation Research Studies
- State Offices of Highway Safety
- NHTSA Regional Offices

TESTING

- **Description of Pretest and Final Test**

Both the CD-ROM and the Instructor-led programs have a 15-question, multiple-choice pretest and a 15-question, multiple-choice final test. In the CD-ROM program, students access the tests by selecting the appropriate choice from the Main Menu. For the Instructor-led program, the test is handed out and taken in a paper-based, written format. The questions for the pretest and the final test are identical in the CD-ROM and Instructor-led courses and are adapted from the DWI Detection and Standardized Field Sobriety Testing Training Program.

- **Pretest Questions**

Following are the 15 questions that make up the Pretest. The correct answers are shown in bold.

APPENDIX A
Glossary

Glossary

Alveolar Breath - Breath from the deepest part of the lung.

Blood Alcohol Concentration (BAC) - Grams of alcohol found in 100 milliliters of blood.

Breath Alcohol Concentration (BrAC) - Grams of alcohol found in 210 liters of breath.

Clue - Something that leads to the solution of a problem.

Cue - A reminder or prompting as a signal to do something. A suggestion or a hint.

Divided Attention Test - A test that requires the subject to concentrate on both mental and physical tasks at the same time.

DWI - Driving While Intoxicated. (Also Driving While Impaired) Driving a vehicle while under the influence of alcohol or other drugs.

DWI Detection Process - The entire process of identifying and gathering evidence to determine whether or not a suspect should be arrested for a DWI violation.
The DWI detection process has three phases:

- Phase 1 – Vehicle in Motion,
- Phase 2 – Personal Contact,
- Phase 3 – Pre-arrest Screening

Evidence - A means by which an alleged fact may either be established or disproved.
Evidence of a DWI violation may be of various types:

- Physical (or real) evidence: something tangible, visible, or audible.
- Well established facts (judicial notice)
- Demonstrative evidence: demonstrations performed in a courtroom
- Written matter or documentation
- Testimony

Field Sobriety Test - Any one of several roadside tests that can be used to determine whether a suspect is impaired.

Horizontal Gaze Nystagmus (HGN) - A standardized field sobriety test based on the involuntary jerking of the eyes as they gaze toward the side.

Illegal Per Se - Unlawful in and of itself. Used to describe a law that makes it illegal to drive while having a statutorily prohibited Blood Alcohol Concentration.

Nystagmus - An involuntary jerking of the eyes.

One-leg Stand (OLS) - A standardized divided attention field sobriety test.

Personal Contact - The second phase in the DWI detection process. In this phase the officer observes and interviews the driver face to face; determines whether to ask the driver to step from the vehicle; and observes the driver's exit and walk from the vehicle.

Pre-Arrest Screening - The third phase in the DWI detection process. In this phase the officer administers standardized field sobriety tests to determine whether there is probable cause to arrest the driver for DWI, and administers or arranges for a preliminary breath test.

Preliminary Breath Test (PBT) - A pre-arrest breath test administered during investigation of a possible DWI violation to obtain an indication of the person's blood alcohol concentration.

Psychophysical "Mind body" - Used to describe field sobriety tests that measure a person's ability to perform both mental and physical tasks at the same time.

Standardized Field Sobriety Test Battery - A battery of three tests, Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand, administered and evaluated in a standardized manner to obtain validated indicators of impairment based on NHTSA research.

Tidal Breath - Breath from the upper part of the lungs and mouth.

Vehicle in Motion - The first phase in the DWI detection process. In this phase the officer observes the vehicle in operation, determines whether to stop the vehicle, and observes the stopping sequence.

Vertical Gaze Nystagmus - An up and down jerking of the eyes which occurs when the eyes gaze upward at maximum elevation.

Walk-and-Turn (WAT) - A standardized divided attention field sobriety test.

APPENDIX B
Field Notes Form

DWI INVESTIGATION FIELD NOTES

I. NAME_____ SEX_____ RACE_____

ADDRESS_____ CITY/STATE_____ OP.LIC.NO._____

D.O.B._____/_____/_____ SOC. SEC. #_____

VEHICLE MAKE_____ YEAR_____ LIC._____ STATE_____

DISPOSITION_____ NO. PASSENGERS_____

INCIDENT LOCATION_____

DATE_____/_____/_____ TIME_____ CRASH YES ☐ NO ☐

II. VEHICLE IN MOTION

INITIAL OBSERVATIONS _____

_____

OBSERVATION OF STOP _____

_____

III. PERSONAL CONTACT

OBSERVATION OF DRIVER _____

_____

STATEMENTS _____

_____

PRE-EXIT SOBRIETY TESTS _____

_____

OBSERVATION OF THE EXIT _____

_____

ODORS _____

_____

GENERAL OBSERVATIONS

SPEECH _____

ATTITUDE _____

CLOTHING _____

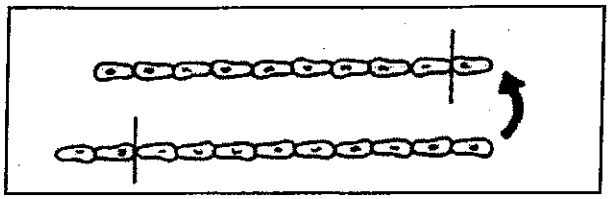
PHYSICAL DEFECTS/DRUGS OR MEDICATIONS USED_____

IV. PRE-ARREST SCREENING

HORIZONTAL GAZE NYSTAGMUS

					LEFT	RIGHT
Equal Tracking	☐ Yes	☐ No	✪	LACK OF SMOOTH PURSUIT		
Equal Pupils	☐ Yes	☐ No	✪	DISTINCT NYSTAGMUS AT MAXIMUM DEVIATION		
Vertical Nystagmus	☐ Yes	☐ No	✪	ONSET OF NYSTAGMUS PRIOR TO 45 DEGREES		
Other (i.e., Resting Nystagmus)_____						

WALK AND TURN



INSTRUCTIONS STAGE

CANNOT KEEP BALANCE ☐

STARTS TOO SOON ☐

WALKING STAGE

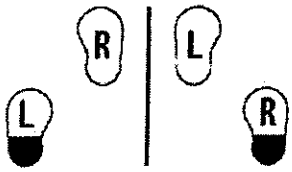
	FIRST NINE STEPS	SECOND NINE STEPS
STOPS WALKING		
MISSES HEEL -TO- TOE		
STEPS OFF LINE		
RAISES ARMS		
ACTUAL STEPS TAKEN		

IMPROPER TURN (Describe) _____

CANNOT DO TEST (EXPLAIN) _____

OTHER: _____

ONE LEG STAND



L	R	
		Sways while balancing.
		Uses arms to balance.
		Hopping.
		Puts foot down.

Type of Footwear

CANNOT DO TEST (EXPLAIN) _____

OTHER: _____

OTHER FIELD SOBRIETY TESTS

NAME OF TEST _____

DESCRIBE PERFORMANCE _____

NAME OF TEST _____

DESCRIBE PERFORMANCE _____

NAME OF TEST _____

DESCRIBE PERFORMANCE _____

PBT (1) (optional) Time:_____ Results:_____

PBT (2) (optional) Time:_____ Results:_____

APPENDIX C
Overview for Prosecutors Program (CD-ROM only)

Overview for Prosecutors Program (CD-ROM only)

The SFST Overview for Prosecutors is designed for prosecutors who want to become more familiar with SFST. The program also gives prosecutors a better understanding of how law enforcement officers are trained to carry out the laws that pertain to DWI. This program is accessed by installing the SFST Refresher Training CD-ROM and selecting Overview for Prosecutors when the startup routine prompts the user to select a program. The program includes an introduction and five units.

Unit 1: What is the SFST Program and How did it Originate?

This unit provides some background information and describes the purpose of the SFST program.

Topics include:

- Introduction
- Development of SFST Program
- Validation of SFSTs

Unit 2: How are Police Officers Trained?

This unit provides a summary of the training that law enforcement officers receive.

Topics include:

- Introduction
- Summary of Training
- Periodic Updates

Unit 3: How does the Officer Make the Decision to Arrest?

This unit describes how an officer makes the decision to arrest including an overview of the 3 phases of detection.

Topics include:

- Introduction
- Three Phases of Detection
- Interpretation of Evidence

Unit 4: The SFST Battery

This unit has a description of the SFST battery, including administration of the tests and interpretation of the results.

Topics include:

- Introduction
- Horizontal Gaze Nystagmus
- Walk-and-Turn
- One-Leg Stand
- Other Tests
- Inconsistent BAC
- Questions to Ask the Officer

Unit 5: How Can I Learn More About SFSTs?

This unit provides information on how to learn more about the SFST program.

Topics include:

- Introduction
- Attending SFST Training
- National Traffic Law Center

APPENDIX D
State Office of Highway Safety

STATE OFFICES OF HIGHWAY SAFETY

Alabama
Dept Of Econ & Comm Affairs
401 Adams Ave (PO Box 5690)
Montgomery, AL 36103-5690
(334) 242-5803
FAX (334) 242-0712

Alaska
Alaska Hwy Safety Planning Agency
450 Whittier St.
Juneau, AK 99811
(907) 465-4374
FAX (907) 465-5860

Arizona
Gov's Office of Hwy Safety
3030 N. Central, Suite 1550
Phoenix, AZ 85012
(602) 255-3216
FAX (602) 255-1265

Arkansas
AR State Hwy & Trans. Dept.
11300 Baseline Rd
Little Rock, AR 72203-2261
(501) 569-2648
FAX (501) 569-2651

California
Business, Transportation, and Housing Agency
7000 Franklin Blvd., Suite 440
Sacramento, CA 95823
(916) 262-0990
FAX (916) 262-2960

Colorado
Department of Transportation
4201 E. Arkansas Ave.
Denver, CO 80222
(303) 757-9440
FAX (303) 757-9219

Connecticut
Department of Transportation
PO Box 317546
2800 Berlin Turnpike
Newington, CT 06131-7546
(860) 594-2370
FAX (860) 594-2374

Delaware
Office of Highway Safety
Public Safety Bldg, Box 1321
Rte. 113 South & Bay Road
Dover, DE 19903-1321
(302) 739-3295
FAX (302) 739-5995

District of Columbia
DC Dept of Public Works
Frank D. Reeves Center
2000 14th St., NW, 7th Floor
Washington, DC 20009
(202) 671-0492
FAX (202) 939-7185

Florida
Department of Transportation
605 Suwanne Street, MS-53
Tallahassee, FL 32399-0450
(850) 488-3546
FAX (850) 922-2935

Georgia
Gov.'s Office of Hwy. Safety
1 Park Tower
34 Peachtree Street, Suite 1600
Atlanta, GA 30303
(404) 656-6996
FAX (404) 651-9107

Hawaii
Motor Vehicle Safety Office
Department of Transportation
601 Kamokila Blvd, Room 511
Kapolei, HI 96707
(808) 692-7650
FAX (808) 692-7665

Idaho
Department of Transportation
3311 W. State St.
Boise, ID 83707
(208) 334-8101
FAX (208) 334-3858

Illinois
Department of Transportation
PO Box 19245
3215 Executive Park Drive
Springfield, IL 62794-9245
(217) 782-4974
FAX (217) 782-9159

Indiana
Governor's Council on Impaired and Dangerous Driving
ISTA Building, Suite 330
150 West Market
Indianapolis, IN 46204
(317) 232-4220
FAX (317) 233-5150

Iowa
Gov. Traffic Safety Bureau
307 East Seventh Street
Des Moines, IA 50319-0248
(515) 281-3907
FAX (515) 281-6190

Kansas
Bureau of Traffic Safety
Thacher Building, 3rd Floor
217 SE 4th Street
Topeka, KS 66603
(785) 296-3756
FAX (785) 291-3010

Kentucky
KY State Police Headquarters
919 Versailles Road
Frankfort, KY 40601-9980
(502) 695-6356
FAX (502) 573-1634

Louisiana
LA Hwy Safety Commission
PO Box 66336
Baton Rouge, LA 70896
(225) 925-6991
FAX (225) 922-0083

Maine
Bureau of Highway Safety
164 State House Station
Augusta, ME 04333
(207) 624-8756
FAX (207) 624-8768

Maryland
Office of Traffic and Safety
7491 Connelley Drive
Hanover, MD 21076
(410) 787-4017
FAX (410) 787-4082

Massachusetts
Gov. Highway Safety Bureau
10 Park Plaza, Suite 5220
Boston, MA 02116-3933
(617) 973-8904
FAX (617) 973-8917

Michigan
Office of Hwy. Safety Planning
4000 Collins Road
PO Box 30633
Lansing, MI 48909-8133
(517) 336-6477
FAX (517) 333-5756

Minnesota
Office of Traffic Safety
444 Cedar Street, Suite 150
St. Paul, MN 55101-5150
(651) 296-9507
FAX (651) 297-4844

Mississippi
Gov.'s Highway Safety Office
401 North West St., 8th Floor
Jackson, MS 39225-3039
(601) 359-7880
FAX (601) 359-7832

Missouri
Division Of Highway Safety
PO Box 104808
Jefferson City, MO 65110
(573) 751-4161
FAX (573) 634-5977

Montana
Department of Transportation
PO Box 201001
2701 Prospect Ave., Room 109
Helena, MT 59620-1001
(406) 444-3423
FAX (406) 444-7303

Nebraska
Office of Highway Safety
PO Box 94612
Lincoln, NE 68509
(402) 471-2515
FAX (402) 471-3865

Nevada
Office of Traffic Safety
Dept. of Motor Vehicles
& Public Safety
555 Wright Way
Carson City, NV 89711-0099
(775) 687-5720
FAX (775) 687-5328

New Hampshire
Highway Safety Agency
Pine Inn Plaza
117 Manchester Street
Concord, NH 03301
(603) 271-2131
FAX (603) 271-3790

New Jersey
Div. of Highway Traffic Safety
225 East State Street, CN-048
Trenton, NJ 08625
(609) 633-9300
FAX (609) 633-9020

New Mexico
Traffic Safety Bureau
604 W. San Mateo
P.O. Box 1149
Santa Fe, NM 87504-1149
(505) 827-0427
FAX (505) 827-0431

New York
Gov. Traffic Safety Committee
Swan St. Bldg., Empire Plaza
Albany, NY 12228
(518) 473-9007
FAX (518) 473-6946

North Carolina
Gov. Highway Safety Program
215 East Lane Street
Raleigh, NC 27601
(919) 733-3083
FAX (919) 733-0604

North Dakota
Drivers Lic. & Traf. Safety Div.
Department of Transportation
608 East Boulevard Avenue
Bismarck, ND 58505-0700
(701) 328-2601
FAX (701) 328-2435

Ohio
Office of Gov. Hwy. Safety Rep.
PO Box 182081
1970 W. Broad Street (43223)
Columbus, OH 43218-2081
(614) 466-3250
FAX (614) 728-8330

Oklahoma
OK Highway Safety Office
3223 North Lincoln
Oklahoma City, OK 73105
(405) 521-3314
FAX (405) 524-4906

Oregon
Transportation Safety Section
555 13th Street, NE
Salem, OR 97310
(503) 986-4190
FAX (503) 986-4189

Pennsylvania
Bureau of Highway Safety and Traffic Engineering
555 Walnut Street
7th Floor, Forum Place
Harrisburg, PA 17105-2047
(717) 787-7350 or 8069
FAX (717) 783-8012

Rhode Island
Gov. Office of Highway Safety
345 Harris Avenue
Providence, RI 02909
(401) 222-3024
FAX (401) 222-6038

South Carolina
Department of Public Safety
5400 Broad River Road
Columbia, SC 29210
(803) 896-7896
FAX (803) 896-8393

South Dakota
Office of Highway Safety
Dept Of Commerce & Reg.
118 West Capitol
Pierre, SD 57501
(605) 773-4493
FAX (605) 773-6893

Tennessee
Gov. Highway Safety Programs
James K Polk State Office Bldg
505 Deaderick Street, Suite 600
Nashville, TN 37243
(615) 741-2589
FAX (615) 741-9673

Texas
Department of Transportation
125 E. 11th Street
Austin, TX 78701-2483
(512) 416-3202
FAX (512) 416-3214

Utah
Highway Safety Office
Department of Public Safety
5263 South 300 West, Suite 202
Salt Lake City, UT 84107
(801) 293-2481
FAX (801) 293-2498

Vermont
Highway Safety Agency
103 South Main Street
Waterbury, VT 05671-2101
(802) 244-1317
FAX (802) 244-4124

Virginia
Transportation Safety Services
Department of Motor Vehicles
PO Box 27412
Richmond, VA 23269
(804) 367-1670
FAX (804) 367-6631

Washington
Traffic Safety Commission
1000 South Cherry Street,
MS/PD-11
Olympia, WA 98504
(360) 753-6197
FAX (360) 586-6489

West Virginia
Driver Services
Department of Motor Vehicles
Capitol Complex Bldg 3 Rm 118
Charleston, WV 25317
(304) 558-6080 Ext. 13
FAX (304) 558-0391

Wisconsin
Bureau Of Transportation
Hill Farms State Ofc. Bldg #933
4802 Sheboygan Avenue
PO Box 7936
Madison, WI 53707-7936
(608) 266-3048
FAX (608) 267-0441

Wyoming
Highway Safety Program
5300 Bishop Blvd., PO Box 1708
Cheyenne, WY 82003-9019
(307) 777-4450
FAX (307) 777-4250

American Samoa
Office of Highway Safety
Government of American Samoa
PO Box 1086
Pago Pago, AS 96799
(684) 699-1911 or 2911
FAX (684) 699-4224

Guam
Dept. of Public Works, OHS
542 N. Marine Drive
Tamuning, GU 96910
(671) 646-3211
FAX (671) 646-3733

Commonwealth of The Northern Marina Islands
Department of Public Safety
Office of Special Programs
Commonwealth of No. Mariana Islands
PO Box 791
Civic Center; Susupe Village
Saipan, MP 96950
(670) 664-9128
FAX (670) 664-9141

Puerto Rico
Traffic Safety Commission
Box 41289, Minillas Station
Santurce, PR 00940
(787) 723-3590
FAX (787) 727-0486

Virgin Islands
Office of Highway Safety
Lagoon Street Complex
Fredriksted
St. Croix, VI 00840
(340) 776-5820
FAX (340) 772-2626

Indian Nations
Indian Hwy. Safety Programs
Bureau of Indian Affairs
Dept. of Interior, Suite 1705
505 Marquette Avenue, NW
Albuquerque, NM 87102
(505) 248-5053
FAX (505) 248-5064

APPENDIX E
NHTSA Regional Training Offices

NHTSA Regional Training Offices

Note: Regional Training Coordinators are located in each Regional Office.

New England Region
Volpe National Trans. Systems Center
55 Broadway - Kendall Square - Code 903
Cambridge, MA 02142
(617) 494-3427
FAX (617) 494-3646

Eastern Region and Virgin Islands
222 Mamaroneck Ave, Suite 204
White Plains, NY 10605
(914) 682-6162
FAX (914) 682-6239

Mid Atlantic Region
10 South Howard Street, Suite 4000
Baltimore, MD 21201
(410) 962-0077
FAX (410) 962-2770

Southeast Region
Atlanta Federal Center
61 Forsyth Street, SW, Suite 17T30
Atlanta, GA 30303
(404) 562-3739
FAX (404) 562-3763

Great Lakes Region
19900 Governors Drive, Suite 201
Olympia Fields, IL 60461
(708) 503-8822
FAX (708) 503-8991

NHTSA Regional Training Offices

South Central Region and Indian Nations
819 Taylor Street Room 8A38
Fort Worth, TX 76102-6177
(817) 978-3653
FAX (817) 978-8339

Central Region
PO Box 412515 (Zip 64141)
6301 Rockhill Road Rm 100 (Zip 64131)
Kansas City, MO
(816) 822-7233
FAX (816) 822-2069

Rocky Mountain Region
555 Zang Street, Room 430
Denver, CO 80228
(303) 969-6917
FAX (303) 969-6294

Western Region and Pacific Territories
201 Mission Street, Suite 2230
San Francisco, CA 94105
(415) 744-3089
FAX (744-2532

Northwest Region
3140 Jackson Federal Building
915 Second Avenue
Seattle, WA 98174
(206) 220-7640
FAX (206) 220-7651

SFST REFRESHER TRAINING
INSTRUCTOR MANUAL

- **Overview**
  - Course Description
  - How to Use this Manual
  - Note to Instructors

- **Introduction**
  - IACP Standards
  - Pretest Questions and Answer Sheet

- **Unit 1: Phases 1 And 2: Vehicle in Motion and Personal Contact**

- **Unit 2: Phase 3: Pre-Arrest Screening**

- **Unit 3: Interpretation of Evidence/Making The Arrest Decision**

- **Unit 4: Field Notes**
  - DWI Investigation Field Notes Form

- **Unit 5: Testimony and Pre-Trial Preparation**

- **Unit 6: New Developments**
  - Relevant Case Law
  - Validation Research

- **Conclusion**
  - Final Test Questions and Answer Sheet

- **Appendices**
  - Glossary
  - Overview for Prosecutors Program
  - State Offices of Highway Safety
  - NHTSA Regional Offices

OVERVIEW

- **Course Description**

The SFST Refresher Training Program is for law enforcement officers who have previously completed the National Highway Traffic Safety Administration and International Association of Chiefs of Police approved Standardized Field Sobriety Testing training. The purpose of the refresher training is to review the administration and interpretation of the SFST battery. The goal of the program is to improve the overall consistency of how the SFST test battery is administered by individual police officers.

The program allows officers to refresh their skills at recognizing and interpreting evidence of DWI; administering and interpreting the scientifically validated sobriety tests; and describing DWI evidence clearly and convincingly. The program provides a review of note-taking procedures and the trial preparation and testimony process. It also provides updated information regarding recent case law and research studies.

THIS PROGRAM IS INTENDED FOR THE PURPOSES OF REFRESHER TRAINING ONLY. THIS PROGRAM IS NOT A SUBSTITUTE FOR NHTSA/IACP APPROVED DWI DETECTION AND STANDARDIZED FIELD SOBRIETY TESTING TRAINING.

- **How to Use this Manual**

This manual is a complete guide to the SFST Refresher Training Program and how it is to be taught. It is organized into 6 units corresponding to the six units on the CD-ROM. Each unit consists of a cover page, an outline page, the lesson plans, and master (paper) copies of the visual aids ("slides") referenced in the lesson plans.

- The cover page presents the unit's title and the total instructional time required to complete the unit.

- The outline page lists the content segments and the principal types of learning activities that take place during the unit.

- The lesson plans are arranged in a three-column format.

  1. The left column contains the training aides (i.e., time frames and visual aides, etc.)

  2. The center column contains the content (i.e., an outline of what is to be taught)

  3. The right column contains Instructor Notes. These notes provide guidance concerning how the content is to be taught. For example, the instructor notes might include the approximate amount of time to be devoted to a particular topic and/or points requiring special emphasis.

- **Note to Instructors**

The Instructor's Lesson Plans Manual is designed to prepare you to teach the SFST Refresher Training Program. You should review the entire set of lesson plans to become familiar with the content and develop a clear understanding of the course flow. Instructors are expected to gather and be prepared to operate any equipment necessary (i.e., projection screen, computer with PowerPoint software, VCR). You should also have all student manuals and handouts (i.e., pretest and final test) prepared before class begins.

The Instructor's Lesson Plans Manual is a tool to help you maintain the sequence and pace of presentations and other learning activities. This manual is <u>not</u> a script and should not be read verbatim to the students.

Thirty Minutes

INTRODUCTION

INTRODUCTION

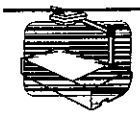
- **Content Segments**
  - Welcoming Remarks
  - Administrative Details
  - Course Introduction
  - Pretest
- **Learning Activities**
  - Instructor-Led Presentation
  - Written Test

Aides	Lesson Plan	Instructor Notes
30 Minutes	**INTRODUCTION**	
5 Minutes	• **Welcoming Remarks**	
	– **Welcome to the SFST Refresher Training Program.**	Point out program title on wall chart or chalkboard.
	– **Instructor Introductions**	Write name(s) on chalkboard or flipchart.
	1. Principal instructor (name, relevant background, etc.)	
	2. Instructor aides and other relevant individuals (names, assignments, etc.)	
5 Minutes	• **Administrative Details**	The program content is designed to take approximately 5 1/2 hours to cover. Determine the number of breaks and tell the students when to expect them. If some students are unfamiliar with the facility, point out the building's amenities. Discuss travel arrangements, if necessary. Explain that each student was given a Student Manual. Briefly describe its contents.
	– **Administrative Details**	
	1. Training schedule (breaks, etc.)	
	2. Facilities (rest rooms, lunchroom, etc.)	
	3. Logistics (travel vouchers, etc.)	
10 Minutes	• **Course Introduction**	
Display Slide 1	– **Introduction**	Display slide.
	1. Introduction 2. Origin of Training 3. IACP Standards for the SFST Program	

Aides	Lesson Plan	Instructor Notes
 Display Slide 2	– **Introduction (continued)** 1. Recognize and interpret evidence of DWI violations. 2. Administer and interpret standardized field sobriety tests. 3. Describe DWI evidence clearly and convincingly.	Display slide. Explain the purpose of this program.

Display Slide 3
	– **Introduction (continued)**
	
	1. The objectives of this program include:
	  – Review the administration and interpretation of the SFST battery
	  – Review notetaking procedures
	  – Review the trial preparation and testimony process
	  – Provide updated information on the SFST program and related case law
		Display slide.
		
		Go over the course objectives.

 Display Slide 4	– **Origin of Training** 1. Research began in 1975 to test the validity of field sobriety testing 2. Results indicated that, when administered in a standardized fashion, the SFSTs are accurate indicators of impairment. 3. In 1984, a training program was developed by NHTSA, in cooperation with IACP, to better prepare police officers to administer and interpret SFSTs	Display slide.

Aides	Lesson Plan	Instructor Notes
 Display Slide 5	– **IACP Standards for the SFST Program** 1. IACP adopted several standards specifying the requirement for selection and training of SFST practitioners and SFST instructors – Criteria which must be met prior to completion of the program – Knowledge and skills necessary for an individual to be considered for the program	Refer students to the IACP Standards in their Student Manual. Discuss the standards. (See Attachment A)
 10 Minutes	• **<u>Pretest</u>**	
	– **Purpose of Pretest** 1. Distribute pretests. 2. Collect completed pretests.	Explain that the purpose of the pretest is to provide a basis for evaluating students' knowledge gain during the training. There is a copy of the pretest in each student's manual. You may also choose to copy the pretest from the attachment and distribute. Allow students approximately 10 minutes to complete the pretest and collect.

ATTACHMENTS

A. IACP Standards
B. SFST Refresher Training Pretest

ATTACHMENT A

IACP STANDARDS

1. A person shall be employed and under the direct control of a public criminal justice agency or institution involved in providing training services to law enforcement agencies.

2. SFST students shall successfully complete an approved classroom training course that shall, at a minimum, achieve the learning objectives as stated in the IACP-approved training curriculum.

3. Only persons who have successfully completed the NHTSA/IACP-approved DWI Detection and Standardized Field Sobriety Testing basic training program are eligible to be SFST instructors.

4. Instructor trainers must have successfully completed the SFST Basic School and the SFST Instructor Development School or an equivalent approved instructor development training course. They must be thoroughly familiar with the SFST student and instructor manuals.

SLIDES
1-5

One Hour

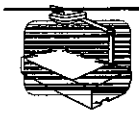
UNIT 1

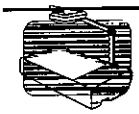
PHASES 1 AND 2: VEHICLE IN MOTION AND PERSONAL CONTACT

UNIT 1: PHASES 1 AND 2: VEHICLE IN MOTION AND PERSONAL CONTACT

- **Content Segments**
  - Introduction
  - Phase 1 - Vehicle in Motion
  - Phase 2 - Personal Contact
- **Learning Activities**
  - Instructor-Led Presentations
  - Video Presentation

Aides	Lesson Plan	Instructor Notes
1 Hour Display Slide 6	**UNIT 1: PHASE 1-2: VEHICLE IN MOTION AND PERSONAL CONTACT** – **Unit 1: Phase 1-2: Vehicle In Motion And Personal Contact** 1. Introduction 2. Phase 1: Vehicle in Motion 3. Phase 2: Personal Contact	Display slide.
5 Minutes Display Slide 7	• **Introduction** – **Introduction** 1. Phase 1: Vehicle in Motion 2. Phase 2: Personal Contact 3. Standard Note-Taking Guide	Display slide. This unit will cover the first two phases of Standardized Field Sobriety Testing. Phase 1, Vehicle in Motion, covers the officer's initial observations of vehicular operation, the decision to stop, and observation of the stop. Phase 2, Personal Contact, covers the face-to-face observation and interview of the driver while still in the vehicle and the decision to instruct the driver to exit the vehicle. This unit also describes how officers can use the Standard Note-Taking Guide to document important evidence collected during Phase 1 and Phase 2.
30 Minutes	• **Phase 1 - Vehicle in Motion**	

Aides	Lesson Plan	Instructor Notes
 Display Slide 8	– **Phase 1 - Vehicle in Motion** 1. Observe vehicle or driver 2. Initial suspicion of DWI	Display slide.
Display Slide 9	– **Phase 1 - Vehicle in Motion (continued)** 1. Reasonable suspicion to stop the vehicle 2. Observe the driver's actions and vehicle maneuvers during the stopping sequence 3. Be alert for unexpected or dangerous behavior	Display slide. Point out that sometimes, significant evidence of impairment comes to light during the stopping sequence. Impaired drivers may respond in unexpected and dangerous ways to the stop command. Officers need to be alert to this possibility and take precautions to preserve their safety.
Display Slide 10	– **Driving Cues** A study, conducted in 1997, supported the driving cues of impairment at blood alcohol concentration levels of 0.08 or higher (Detection of DWI at BACs Below 0.10). Driving cues are: 1. Problems Maintaining Proper Lane Position (probability of impairment = 50%-75%) 2. Speed and Breaking Problems (probability of impairment = 45%-70%) 3. Vigilance Problems (probability of impairment = 55%-65%) 4. Judgment Problems (probability of impairment = 35%-90%) 5. Post Stop Cues (probability of impairment = 85%)	Display slide. Point out that the 1997 study found that most driving cues fall into one of five categories. List the 5 categories and explain the probability of impairment for each one.

Aides	Lesson Plan	Instructor Notes
 Display Slide 11 and play video	– **Problems Maintaining Proper Lane** 1. Weaving 2. Straddling the lane line 3. Turning with a wide radius 4. Almost striking a vehicle or another object 5. Weaving across lane lines 6. Swerving 7. Drifting	Display slide. Go over the list of cues and show the video clip.
 Display Slide 12 and play video	– **Speed and Breaking Problems** 1. Stopping problems 2. Accelerating or decelerating for no apparent reason 3. Varying speed 4. Slow speed (10 or more mph under the limit)	Display slide. Go over the list of cues and show the video clip.
 Display Slide 13 and play video	– **Vigilance Problems** 1. Driving in opposing lanes 2. Driving the wrong way on a one way 3. Slow response to traffic signals 4. Slow or failure to respond to officer's signals 5. Stopping in a lane for no apparent reason 6. Driving without headlights at night 7. Failure to signal or signaling that is inconsistent with action	Display slide. Go over the list of cues and show the video clip.

Aides	Lesson Plan	Instructor Notes
 Display Slide 14 and play video	– **Judgement Problems** 1. Following too closely 2. Improper or unsafe lane changes 3. Illegal or improper turn 4. Driving on other than the designated roadway 5. Stopping inappropriately in response to the officer 6. Inappropriate or unusual behavior 7. Appeared to be impaired	Display slide. Go over the list of cues and show the video clip.
 Display Slide 15 and play video	– **Post Stop Cues** 1. Difficulty with motor vehicle controls 2. Difficulty with exiting the vehicle 3. Fumbling with the driver's license or registration 4. Repeating questions or comments 5. Swaying, unsteady, or balance problems 6. Leaning on the vehicle or other object 7. Slurred speech 8. Slow to respond to officer or requiring the officer to repeat 9. Providing incorrect information or changing answers 10. Odor of alcoholic beverage from the driver	Display slide. Go over the list of cues and show the video clip.
 Display Slide 16	– **Taking Notes During Phase 1**	Display slide. Explain the sections of the Note Taking Form used during Phase 1.

Aides	Lesson Plan	Instructor Notes
		The DWI Investigation Field Notes Form provides space for recording the officer's initial observations and observation of the stop. The officer should record initial observations that made the officer suspect that the driver may be impaired. If a decision to stop the vehicle is made, the officer should note how the driver made the stop - particularly anything that is out of the ordinary.
Display Slide 17 and play video	– **Activity**	Explain that you are about to show a video clip of a vehicle displaying one of the cues of impairment. The students should watch the clip and try to determine what behavior is displayed. Play the video clip.
Display Slide 17A	– **Activity - Answer** Select one choice that describes the most obvious driving cue of impairment: 1. Failure to signal or signaling that is inconsistent with action 2. Turning with a wide radius 3. Driving the wrong way on a one way street 4. Accelerating or decelerating for no apparent reason	Display activity slide. Ask for a volunteer to answer the question. Discuss the vehicle in the clip and give them the answer. **Correct answer**: Driving the wrong way on a one way street.
25 Minutes	• **<u>Phase 2 - Personal Contact</u>**	

Aides	Lesson Plan	Instructor Notes
Display Slide 18	– **Pre-Exit Screening** 1. Suspect's vehicle and patrol vehicle have come to a complete stop 2. All conversation between the officer and the suspect prior to the suspect's exit from the vehicle 3. Decision to instruct the suspect to exit the vehicle	Display Slides.
Display Slide 19	– Sight – Hearing – Smell	Explain that personal contact with the driver allows the officer to use three senses to gather evidence of impairment.
Display Slide 20	– Sight: 1. Bloodshot eyes 2. Soiled clothing 3. Fumbling fingers 4. Unusual actions 5. Bruises, bumps and scratches	
Display Slide 21	– Hearing: 1. Slurred speech 2. Admission of drinking 3. Inconsistent responses 4. Unusual statements 5. Abusive language	
Display Slide 22	– Smell: 1. Alcoholic beverage 2. "Cover-up" odors 3. Other unusual odors	

Aides	Lesson Plan	Instructor Notes
Display Slide 23	– **The Exit Sequence** 1. Instruct the suspect to exit the vehicle 2. Suspect is not yet under arrest 3. Observe the suspect exiting the vehicle	Display slide.
Display Slide 24	– **Taking Notes During Phase 2**	Display slide. Explain the sections of the Note Taking Form used during Phase 2.
Display Slide 25	– **Activity** What is the major decision an officer must make during Phase Two? 1. Whether to stop the vehicle 2. Whether to arrest the driver 3. Whether to request the driver to exit the vehicle 4. Whether to administer SFST	Show activity slide and choose someone to answer the question. Discuss the answer. **Correct answer**: Whether to request the driver to exit the vehicle.

SLIDES
6-26

One Hour and Twenty-Five Minutes

UNIT 2

PHASE 3: PRE-ARREST SCREENING

UNIT 2: PHASE 3: PRE-ARREST SCREENING

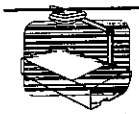
- **Content Segments**
  - Introduction
  - Horizontal Gaze Nystagmus (HGN)
  - Vertical Gaze Nystagmus (VGN)
  - Divided Attention Tests
- **Learning Activities**
  - Instructor-Led Presentations
  - Instructor Demonstrations
  - Video Presentations

Aides	Lesson Plan	Instructor Notes
1 Hour & 25 Minutes Display slide 26	**UNIT 2: PHASE 3: PRE-ARREST SCREENING** – **Unit 2: Phase 3: Pre-Arrest Screening** 1. Introduction 2. Horizontal Gaze Nystagmus (HGN) 3. Divided Attention Test	Display slide.
5 Minutes Display slide 27	• **Introduction** – **Introduction** 1. Two types of SFSTs: – Horizontal Gaze Nystagmus Test – Divided Attention Tests 2. Only valid when administered in a standardized manner 3. Standards must be maintained in order for their results to be used 4. Officers should not deviate from the administration instructions	Display slide. This unit covers the pre-arrest screening phase of standardized field sobriety testing, in particular, two types of tests are described: the Horizontal Gaze Nystagmus test and two divided attention tests. Keep in mind that these tests are only valid when administered in a standardized manner. Rigid criteria were used to validate the SFSTs. These criteria must be met each time a test is administered in order for the results to be admissible in a court of law. Therefore, the officer should not deviate from the administration instructions, doing so can weaken the case against the suspect.

Aides	Lesson Plan	Instructor Notes
Display slide 28	– **Introduction (continued)** 1. Officer Safety – Avoid being in close proximity to the suspect – Never have their back to the suspect – Angle their weapon side away from the suspect	Display slide. Emphasize to the students that officer safety is always a primary concern. To protect themselves, officers should: Avoid being in close proximity to the suspect if threats are sensed or real; never have their back to the suspect; and angle their weapon side away from the suspect.
40 Minutes	• **<u>Horizontal Gaze Nystagmus (HGN)</u>**	
Display slide 29	– **Horizontal Gaze Nystagmus – Definition** 1. A standardized field sobriety test based on the involuntary jerking of the eyes as they gaze toward the side. 2. Caused by alcohol and certain other drugs 3. First standardized field sobriety test administered when the officer has determined that reasonable suspicion of impairment exists.	Display slide.
Display slide 30	– **Positioning the Suspect:** The suspect should stand with: 1. Feet together 2. Hands at sides 3. Head facing forward, remaining motionless	Display slide. Demonstrate the position of the suspect.

Aides	Lesson Plan	Instructor Notes
 Display slide 31	– **Pre-Test Screening** 1. Remove Eyeglasses 2. Compare Pupil Size (Resting Nystagmus) 3. Check Tracking Ability	Display slide. Point out that before administering the Horizontal Gaze Nystagmus test, the officer should look for anything that would either interfere with the test or preclude its use.
 Display slide 32	– **Pupil Size** 1. Position the stimulus: – Approximately 12-15 inches in front of the suspect's nose – Slightly above eye level – Compare pupil size 2. Distinctly unequal pupil size may indicate the suspect has a head injury or medical disorder 3. Check for Resting Nystagmus	Display slide. Point out that while checking the pupil size, the officer should check for Resting Nystagmus - a jerking of the eyes as they look straight ahead. This step is for the officer's safety. Resting nystagmus usually indicates high doses of a drug such as PCP or a pathology.
 Display slide 33 and play video	– **Checking for Equal Tracking** 1. Position the stimulus: – Approximately 12-15 inches in ,front of the suspect's nose – Slightly above eye level – Move stimulus to right – Move stimulus back all the way to the left – Return the stimulus to center	Display slide. Demonstrate the movement of the stimulus. Describe the movement as 'rapid' from center to far right to far left and back to center – this should take approximately 2 seconds. Repeat the test at least once. Show the video clip.

Aides	Lesson Plan	Instructor Notes
Display slide 34	– **HGN Administration and Interpretation** 1. Lack of Smooth Pursuit 2. Distinct Nystagmus at Maximum Deviation 3. Onset of Nystagmus Prior to 45 degrees	Display slide. Explain that the Field Notes Form has space for the officer to record information about the suspect's eyes and the results of the HGN test. List the three clues of impairment.
Display slide 35 and play video	– **Lack of Smooth Pursuit** 1. Position the stimulus: – Approximately 12-15 inches in front of the suspect's nose – Slightly above eye level – Begin with the left eye – Move the stimulus slowly – Check the right eye – Approximately 2 seconds out and 2 seconds back – Repeat at least once	Display slide. Go over the steps of checking for lack of smooth pursuit then show the video clip.
Display slide 36	– **Lack of Smooth Pursuit (continued)** 1. Unimpaired subject's eyes move smoothly like a marble across glass 2. Impaired subject's eyes move like a marble across sandpaper	Display slide. Tell students that officers should make at least two complete passes with the stimulus. If a person is not impaired, their eyes should move smoothly as the stimulus is moved back and forth – like a marble rolling across glass. An impaired person's eyes will move like a marble rolling across a sheet of sandpaper.

Aides	Lesson Plan	Instructor Notes
 Display slide 37 and play video	– **Distinct Nystagmus at Maximum Deviation** 1. Position the stimulus: – About 12-15 inches in front of the suspect's nose – Slightly above eye level – Begin with the left eye – Move the stimulus all the way to the right – Hold this position for a minimum of 4 seconds – Move the stimulus all the way out to the left – Hold this position for a minimum of 4 seconds – Repeat for both eyes – Nystagmus must be distinct and sustained – Repeat at least once	Display slide. Go over how an officer should check for distinct Nystagmus at maximum deviation then show the video clip.
 Display slide 38	– **Distinct Nystagmus at Maximum Deviation (continued)** Distinct and sustained nystagmus	Display slide. Explain that even when not impaired, about half of the subjects will exhibit *slight* nystagmus when the eye is held at maximum deviation. This clue can only be counted if the nystagmus is distinct and sustained.
 Display slide 39 and play video	– **Onset of Nystagmus Prior to 45°** 1. Position the stimulus: – Approximately 12-15 inches in front of the suspect's nose – Slightly above eye level – Check the left eye first	Display slide. Go over the steps for checking the angle of onset of nystagmus and then show the video clip.

Aides	Lesson Plan	Instructor Notes
	– Move the stimulus slowly to the right – Hold the stimulus at the angle of onset – Determine if less than 45° – Check the right eye – Move the stimulus slowly to the left – Repeat at least once.	Point out that if the officer starts the stimulus directly in front of the suspect's nose, it will reach approximately 45 degrees when it is lined up with or slightly beyond the edge of the suspect's shoulder. Some white will usually be visible in the corner of the suspect's eye. This clue can only be counted if nystagmus begins prior to 45 degrees.
 Display slide 40	– **HGN Reliability**	Display slide. When the suspect exhibits at least four clues, this indicates, with a high degree of accuracy, that their blood alcohol level is above 0.10%. (New studies reflect 0.08 reliability.)
	– **Vertical Gaze Nystagmus** 1. The <u>Vertical Gaze Nystagmus</u> test is easy to administer. – Position the stimulus <u>horizontally</u>, approximately 12-15 inches (30-38 cm) in front of the subject's nose. – Instruct the subject to hold the head still, and follow the stimulus with the eyes only.	Point out that vertical nystagmus was not examined in the original research that led to the validation of the Standardized Field Sobriety Test battery (Horizontal Gaze Nystagmus, Walk-and-Turn and One-Leg Stand).

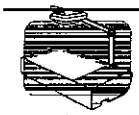
Aides	Lesson Plan	Instructor Notes
	– Raise the stimulus until the subject's eyes are elevated as far as possible. Hold for approximately 4 seconds.	Select a student or another instructor to serve as a subject and demonstrate the vertical nystagmus test.
	– Watch the eyes closely for jerking as they are held at maximum elevation.	For VGN to be recorded, it must be distinct and sustained for a minimum of four seconds at maximum elevation.
	2. Vertical Gaze Nystagmus may be present in subjects under the influence of high doses of alcohol for that individual, and some other drugs.	
Display slide 41 and play video	– **Activity**	Explain that you are about to show a video clip of an officer administering a Horizontal Gaze Nystagmus test. Tell the students to watch closely and try to determine which clues are exhibited by the subject. Play the video clip.
Display slide 41A	– **Activity - Answer**	Display slide. Ask for a volunteer to determine how many clues were exhibited. Discuss the answer. **Correct answer**: All 6 clues are exhibited.

Aides	Lesson Plan	Instructor Notes
 40 Minutes	• <u>**Divided Attention Tests**</u>	
 Display slide 42	– **Divided Attention Tests** 1. Requires a person to simultaneously demonstrate two or more mental and physical capabilities 2. When impaired, many people are able to handle a single, focused-attention task fairly well 3. Most people, when impaired, cannot satisfactorily divide their attention to handle multiple tasks at once	Display slide.
 Display slide 43	– **Types of Divided Attention Tests** 1. Driving is a complex, divided attention task 2. Impaired drivers must often ignore the less critical components of driving and focus their impaired attention on the more critical tasks 3. Many psychophysical tests employ the concept of divided attention 4. Tasks must be ones that a person can reasonably perform while sober	Display slide.
 Display slide 44	– **Types of Tests** 1. Walk-and-Turn (WAT) 2. One-Leg Stand (OLS)	Display slide.

Aides	Lesson Plan	Instructor Notes
 Display slide 45	– **Walk-and-Turn - Administration** Instructions Stage - the suspect is told to: 1. Assume a heel-to-toe stance - left foot on the line, right foot in front, heel-to-toe. 2. Place arms down at sides. 3. Do not start walking until told to do so. 4. Do you understand?	Display slide. Explain that the Walk and Turn test is administered in two stages. The first stage is the Instructions Stage. Demonstrate the position of the suspect.
 Display slide 46 and play video	– **Walk-and-Turn - Administration (continued)** Walking Stage: 1. Take nine heel-to-toe steps down the line 2. Turn in a prescribed manner 3. Take nine heel-to-toe steps back down the line To perform the turn: 1. On the ninth step, keep your front foot on the line and turn by taking several small steps with the other foot 2. Do you understand? Final verbal instructions: 1. Keep watching feet 2. Arms at sides 3. Count steps out loud 4. Don't stop walking until test is complete 5. Do you understand?	Display slide. The second stage is the Walking Stage. Go over the administration of the test and play the video clip. The officer should repeat any part of the instructions that the suspect does not understand.

Aides	Lesson Plan	Instructor Notes
Display slide 47	– **Walk-and-Turn - Interpretation** Clues of Impairment: 1. Can't maintain balance during the Instructions Stage 2. Starts too soon 3. Stops while walking 4. Misses heel-to-toe ½ inch or more between steps 5. Steps off the line 6. Raises arms six inches or more 7. Turns improperly 8. Takes the wrong number of steps	Display slide.
Display slide 48	– **Walk-and-Turn - Interpretation (continued)** The officer may terminate the test at any time: 1. For the suspect's safety 2. If the suspect steps off the line three or more times, 3. Nearly falls at any time, or 4. Experiences "leg lock". If the suspect cannot do the test, the officer should record observed clue(s) and document the reason for not completing the test. Two or more indicates with 68% accuracy that the suspect has a BAC > 0.10.	Display slide. Demonstrate "leg lock". Based on original research.

Aides	Lesson Plan	Instructor Notes
Display slide 49	– **Walk-and-Turn - Note-Taking**	Display slide. Explain that the section of the Note Taking Form used for the Walk-and-Turn is divided into two parts: Instructions Stage and Walking Stage. In the Instructions Stage section, the officer should note if the suspect cannot keep balanced while the instructions are administered or if the suspect starts the test too soon. In the Walking Stage section, the officer should note if the suspect displays any of the clues of impairment described earlier.
Display slide 50	– **Combining Clues from HGN and WAT** 80% accurate in classifying suspects as impaired when the suspect exhibited: 1. Four or more clues on the HGN test, and 2. Two or more clues on the WAT test	Display slide.
Display slide 51	– **One-Leg Stand - Administration** Instructions Stage: 1. Feet together 2. Arms at sides	Display slide. Explain that the One-Leg Stand test is administered in two stages. The first stage is the Instructions Stage. Demonstrate the position of the suspect.

Aides	Lesson Plan	Instructor Notes
 Display slide 52 and play video	– **One-Leg Stand - Administration (continued)** Balance and Count Stage: 1. Raise one leg (of their choice) approximately 6 inches off the ground, keeping raised foot parallel to the ground. 2. Look at the raised foot and count out loud one thousand and one, one thousand and two, one thousand and three, and so on until told to stop. 3. Do you understand? 4. Officer should time the test and stop after thirty seconds	Display slide. The second stage is the Balance and Count Stage. Go over the administration of the test and play video clip.
 Display slide 53	– **One-Leg Stand - Interpretation** 4 Clues of Impairment: 1. Sways while balancing 2. Raises arms six inches or more 3. Hops 4. Puts foot down	Display slide.
	Two or more indicates with 65% accuracy that the suspect has a BAC > 0.10 The officer may terminate the test at any time: 1. For the suspect's safety, 2. If the suspect puts foot down three or more times, or 3. Is in danger of falling. If the suspect cannot do the test, the officer should record this as if all four clues were observed.	Based on original research.

Aides	Lesson Plan	Instructor Notes
 Display slide 54	– **One-Leg Stand - Note-Taking**	Display slide. Explain that in the section of the Note Taking Form used for the One-Leg Stand, the officer should record which leg the suspect uses to perform the test and if the suspect exhibits any of the four clues of impairment. In addition to the clues, the officer should note the type of footwear the suspect is wearing and any other relevant observations.
 Display slide 55	– **Combining HGN, WAT, and OLS** Combining the required minimum of clues for HGN, WAT, and OLS, officers were accurate 91% of the time at estimating impairment levels at or above the 0.10 level	Display slide. Validation of the SFST Battery at Bacs below 0.10 Percent. DOT HS 808 839, ANACAPA Science, August, 1998.
 Display slide 56	– **Limitations** 1. WAT and OLS require a relatively smooth surface and satisfactory weather conditions 2. Over 65 years of age – Difficulty performing the WAT 3. Over 65 or 50 pounds overweight – Difficulty performing the OLS 4. Leg injury or an inner ear disorder	Display slide. Describe the limitations that officers should be aware of when administering the divided attention tests.

Aides	Lesson Plan	Instructor Notes
	– Difficulty performing balance tests 5. Wearing shoes with heels higher than 2 inches – Difficulty performing balance tests	
 Display slide 57	– **Activity** Instruction Stage stance for the Walk and Turn test should be: 1. Right foot 9 inches in front of the left; arms down at their sides. 2. Heel-to-toe; right foot in front of left foot; arms down at their sides. 3. Feet together; arms straight out from their sides. 4. Heel-to-toe, right foot in front of left; arms straight out from their sides. During the Walking Stage of the Walk and Turn test, the suspect should: 1. Take ten steps down the line counting their steps out loud; turn; take ten steps back counting backwards from ten. 2. Take ten heel-to-toe steps down the line; turn; count to ten; take ten heel-to-toe steps back. 3. Take nine steps down the line with feet ten inches apart; turn; take nine steps back with feet ten inches apart.	Show activity slide and choose someone to complete the two sentences. Discuss the answer. **Correct answers**: Heel-to-toe; right foot in front of left foot; arms at their sides Take nine heel-to-toe steps down the line; turn; take nine heel-to-toe steps back; counting their steps out loud.

Aides	Lesson Plan	Instructor Notes
	4. Take nine heel-to-toe steps down the line; turn; take nine heel-to-toe steps back; counting their steps out loud.	

SLIDES
27-58

Thirty Minutes

UNIT 3

INTERPRETATION OF EVIDENCE/MAKING THE ARREST DECISION

UNIT 3: INTERPRETATION OF EVIDENCE/MAKING THE ARREST DECISION

- **Content Segments**
  - Introduction
  - The Arrest Decision
  - Dealing with Inconsistent BAC
- **Learning Activities**
  - Instructor-Led Presentations

Aides	Lesson Plan	Instructor Notes
 30 Minutes Display slide 58	**<u>UNIT 3: INTERPRETATION OF EVIDENCE/MAKING THE ARREST DECISION</u>** – **Unit 3: Interpretation of Evidence/Making the Arrest Decision** 1. Introduction 2. The Arrest Decision 3. Dealing with Inconsistent BAC	Display slide.
 5 Minutes Display slide 59	• **<u>Introduction</u>** – **Introduction** 1. Interpretation of Evidence 2. The Arrest Decision	Display slide. Throughout the officer's contact with the vehicle and the suspect, as well as throughout the administration of the SFSTs, evidence is collected to gauge whether or not the suspect is impaired. This unit discusses the interpretation of the evidence and the arrest decision.
 5 Minutes Display slide 60	• **<u>The Arrest Decision</u>** – **The Arrest Decision** 1. Accumulated evidence provides foundation for arrest decision 2. Review and weigh evidence collected from all three phases 3. If probable cause exists, arrest the suspect	Display slide.

Aides	Lesson Plan	Instructor Notes
	4. In the absence of probable cause, release the suspect or cite another violation, if applicable	
 20 Minutes	• **<u>Dealing with Inconsistent BAC</u>**	
 Display slide 61	– **Reasons for Inconsistent BAC** 1. High tolerance level for alcohol 2. Certain other drugs that cause HGN, including: – Phencyclidine (PCP) – Inhalants – Central Nervous System (CNS) depressants	Display slide. Explain reasons why a suspect's blood alcohol concentration level may be inconsistent with the behaviors that the suspect displays.
 Display slide 62	– **Dealing with Inconsistent BAC** Qualified Drug Recognition Expert (DRE): 1. Trained to examine a suspect and determine the category of drugs causing an impairment 2. Conducts an evaluation: – after a suspect has been apprehended, and – only when there is reason to believe that a substance, other then alcohol, is responsible for the impairment	Display slide.

Aides	Lesson Plan	Instructor Notes
Display slide 63	– **Dealing with Inconsistent BAC (continued)** 1. Data suggests that an appreciable percentage of DWI violators may be under the influence of drugs other than alcohol 2. Officers must be able to recognize when a suspect may be drug-impaired and call on a qualified DRE	Display slide.
Display slide 64	– **Activity** From this list, select all of the drugs that cause HGN. 1. Inhalants 2. Marijuana 3. PCP 4. CNS stimulants 5. Hallucinogens 6. CNS depressants	Show activity slide and choose someone to answer the question. Discuss the answer. **Correct answers:** Inhalants PCP CNS depressants

SLIDES
59-65

Twenty-Five Minutes

UNIT 4

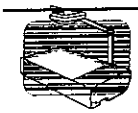
FIELD NOTES

UNIT 4: FIELD NOTES

- **Content Segments**
  - Introduction
  - Descriptive Notes
  - Note-Taking Guide
- **Learning Activities**
  - Instructor-Led Presentations

Aides	Lesson Plan	Instructor Notes
 25 Minutes Display slide 65	**UNIT 4: FIELD NOTES** – **Unit 4: Field Notes** 1. Introduction 2. Descriptive Notes 3. Note-Taking Guide	Display slide.
 5 Minutes Display slide 66	• **Introduction** – **Introduction** 1. Descriptive field notes 2. Convey evidence 3. Guidelines for taking field notes	Display slide. Having descriptive field notes is the best way for an officer to convey evidence clearly and convincingly. This unit will look at some guidelines for taking clear, concise and detailed field notes.
 10 Minutes Display slide 67	• **Descriptive Notes** – **Descriptive Notes** 1. Officer's tool – Should I stop the vehicle? – Should the driver exit? – Is there probable cause to arrest the suspect? 2. Communicate evidence to people who weren't there 3. Secure a conviction	Display slide. Emphasize the importance of descriptive field notes. Although number scores on field sobriety tests help to determine probable cause, it is the descriptive field notes that can actually secure a conviction.

Aides	Lesson Plan	Instructor Notes
Display slide 68	– **Descriptive Notes (continued)** 1. Well-written and describe events accurately 2. Use clear language 3. Ensure evidence is presented convincingly in court 4. Use words that convey powerful mental images	Display slide. Explain that using descriptive words can convey powerful mental images, such as "swerving" and "drifting" to describe vehicle action. Vague words such as "abnormal" and "erratic" are subjective and non-descriptive. Give some examples of well-written notes (students can also find examples in their Student Manuals).
10 Minutes	• **<u>Note-Taking Guide</u>**	
Display slide 69	– **Note-Taking Guide**	Display slide. Emphasize the importance of using the DWI Investigation Field Notes form and writing a clear description of the events. Have the students turn to the form in their Student Manuals and go over the sections. Remind the students that it is critical that the officer conveys how the suspect performed on the tests and exactly what the suspect did. (See Attachment A)
Display slide 70 and play video	– **Activity**	Explain that you are about to show a video clip of an impaired driver. The students should watch the clip and be able to describe the event using clear, descriptive language. Play the video clip.

Aides	Lesson Plan	Instructor Notes
 Display slide 71	– **Activity - Answer** Select one choice that best describes the incident: 1. Driver made an illegal turn in a school zone 2. Driver did not slow down for child in cross walk 3. Vehicle made a jerky stop at a stop sign 4. Vehicle jerked to slow down; failed to stop at stop sign; turned with disregard for child in crosswalk	Display activity slide. Ask for a volunteer to answer the question. Discuss the correct answer and why the other choices would not be descriptive enough. **Correct answer:** Vehicle jerked to slow down; failed to stop at stop sign; turned with disregard for child in crosswalk

ATTACHMENT

DWI Investigation Field Notes Form

SLIDES
66-72

Twenty-Five Minutes

UNIT 5

TESTIMONY AND PRE-TRIAL PREPARATION

UNIT 5: TESTIMONY AND PRE-TRIAL PREPARATION

- **Content Segments**
  - Introduction
  - Pre-trial Preparation
  - Guidelines for Testimony
- **Learning Activities**
  - Instructor-Led Presentations

Aides	Lesson Plan	Instructor Notes
 25 Minutes Display slide 72	**UNIT 5: TESTIMONY AND PRE-TRIAL PREPARATION** – **Unit 5: Testimony and Pre-Trial Preparation** 1. Introduction 2. Pre-Trial Preparation 3. Guidelines for Testimony	Display slide.
 5 Minutes Display slide 73	• **Introduction** – **Introduction** 1. Testimonial evidence needed to establish that: – the accused was the driver – the accused was impaired 2. How to prepare for trial and guidelines for testimony	Display slide. Although the majority of DWI cases do not actually go to trial, the arresting officer must be fully prepared to testify in court. Testimonial evidence in DWI cases is usually the only way to establish that the accused was in fact the driver of the vehicle alleged to have been involved in the incident. The officer's evidence presented at trial may also be the only source for establishing that the accused was impaired. This unit will look at how to prepare for trial and guidelines for testimony.
 10 Minutes Display slide 74	• **Pre-trial Preparation** – **Pre-trial Preparation** Preparation for testimony begins with:	Display slide.

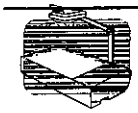
Aides	Lesson Plan	Instructor Notes
	1. Recognizing significant evidence and documenting it in the field notes 2. Compiling complete and accurate notes 3. Preparing a complete and accurate report	
Display slide 75	– **Pre-trial Preparation (continued)** Preparation for testimony continues prior to trial by: 1. Reviewing the jacket or case file 2. Discussing the case with other officers who assisted 3. Mentally organizing the evidence 4. Mentally organizing the testimony	Display slide.
Display slide 76	– **Pre-trial Preparation (continued)** Upon receiving a subpoena or trial date: 1. review all records and reports 2. revisit the scene, if appropriate 3. list all the evidence during discovery and properly document it 4. compare notes with assisting officers 5. discuss the details of the case and testimony with the prosecutor assigned to the case	Display slide.

Aides	Lesson Plan	Instructor Notes
 10 Minutes	• <u>**Guidelines for Testimony**</u>	

Display slide 77
	– **Guidelines for Testimony**
	
	1. Present the facts of the case
	2. Testify to what was observed
	  – Use language geared for the lay person
	  – Don't guess - it's okay to say "I don't know"
	  – Provide specific descriptive details
		Display slide.

Display slide 78
	– **Guidelines for Testimony (continued)**
	
	1. Testimony should NOT include:
	  – testimony or evidence that has been excluded
	  – embellished testimony
	  – testimony that can appear biased for or against the defendant
		Display slide.

Display slide 79
	– **Guidelines for Testimony (continued)**
	
	1. Professional conduct:
	  – Avoid becoming agitated
	  – Stick to the facts
		Display slide.
		
		Emphasize the importance of professional conduct during a trial. Jurors focus on an officer's demeanor as well as the content of the testimony. The officer should avoid becoming agitated or taking personal issue with defense tactics - just stick to the facts.

Aides	Lesson Plan	Instructor Notes
 Display slide 80	– **Activity** Select all the appropriate actions an officer should take when preparing for testimony. 1. Review the case file 2. Discuss details of the case with the defense attorney 3. Compile complete and accurate notes 4. Call the suspect's immediate family 5. Discuss the case with other officers involved 6. Mentally organize the elements of the case	Display activity slide. Ask for a volunteer to answer the question. Discuss the correct answers. **Correct answers:** Review the case file Compile complete and accurate notes Discuss the case with other officers involved Mentally organize the elements of the case

SLIDES
73-81

Fifty Minutes

UNIT 6

NEW DEVELOPMENTS

UNIT 6: NEW DEVELOPMENTS

- **Content Segments**
  - Introduction
  - State Case Law on HGN
  - Validation Research
  - The Four and Eight Hour Drug Modules
  - Drug Evaluation and Classification Program
- **Learning Activities**
  - Instructor-Led Presentations

Aides	Lesson Plan	Instructor Notes
50 Minutes	**UNIT 6: NEW DEVELOPMENTS**	
Display slide 81	– **Unit 6: New Developments** 1. Introduction 2. State Case Law 3. Validation Research 4. The Four and Eight Hour Drug Modules 5. Drug Evaluation and Classification Program	Display slide.
5 Minutes	• **Introduction**	
Display slide 82	– **Introduction** 1. Landmark court decisions and validation research studies 2. New developments in the research, administration, and interpretation of the SFSTs 3. Overview of two additional training modules 4. Description of the Drug Evaluation and Classification program	Display slide. There have been a number of landmark court decisions and validation research studies pertinent to the use of the SFST battery. This unit highlights some of the new developments in the research, administration, and interpretation of SFSTs.and also provides an overview of two additional training modules that are now available and a description of the Drug Evaluation and Classification program.
15 Minutes	• **State Case Law on HGN**	
Display slide 83	– **State Case Law on HGN** 1. Court decisions relevant to the admissibility of HGN	Display slide.

Aides	Lesson Plan	Instructor Notes
	2. Challenges based on: – scientific validity and accuracy – relationship of HGN to a specific BAC level – officer training, experience and application	
Display slide 84	– **State Case Law on HGN (continued)** Court cases include: 1. State v. Superior Court 2. California v. Loomis 3. Iowa v. Murphy 4. Ohio v. Homan 5. Young v. City of Brookhaven 6. Smith v. Wyoming	Display slide. Go over some of the court cases relevant to the admissibility of HGN. (See Attachment A). Ref. Homan Case (See Ohio vs. Schmitt, ST.3d 79 2004) officers are not precluded from testifying to observations.
Display slide 85	– **State Case Law on HGN (continued)** 1. National Traffic Law Center (NTLC) 2. Every state appellate case addressing the admissibility of HGN 3. Impaired driving and traffic enforcement related resources 4. Available to prosecutors, law enforcement, and judges 5. For more information, call the NTLC at (703) 549-4253.	Display slide. Describe the resources available through the NTLC. Refer students to the contact information in their Student Manual).
15 Minutes	• **<u>Validation Research</u>**	

Aides	Lesson Plan	Instructor Notes
Display slide 86	– **Validation Research** 1. Officers are trained in the administration of SFSTs and use the tests successfully to help them identify impaired drivers. 2. Defense attorneys often challenge the validity and reliability of the test results. 3. Several validation research studies have been conducted to determine the credibility of the SFST battery.	Display slide.
Display slide 87	– **Validation Research (continued)** Studies include: 1. Colorado Validation Study of the Standardized Field Sobriety Test (SFST) Battery - November1995 2. Florida Validation Study of the Standardized Field Sobriety Test (SFST) Battery - 1997 3. Validation of the Standardized Field Sobriety Test Battery at BACs Below 0.10 Percent (NHTSA Study) - August 1998	Display slide. Go over the list of validation research studies. (See Attachment B).
5 Minutes	• **<u>The Four and Eight Hour Drug Modules</u>**	
Display slide 88	– **The Four and Eight Hour Drug Modules** 1. "Introduction to Drugged Driving" - 4 hours 2. "Drugs that Impair Driving" - 8 hours	Display slide. Inform the students that there are two additional training programs that are available for police officers.

Aides	Lesson Plan	Instructor Notes
	3. Designed to help law enforcement officers become more proficient at: – detecting – apprehending – testing – convicting	
 10 Minutes	• **<u>Drug Evaluation and Classification Program</u>**	
 Display slide 89	– **DEC Program** 1. Drug Evaluation and Classification program consists of: – a 2-day pre-school – 7 days of classroom training, and – field certification training 2. Data suggests that many DWI violators are under the influence of drugs other than alcohol 3. Officers will be able to recognize when a suspect may be drug-impaired	Display slide. Point out that the Drug Evaluation and Classification program is designed to be the first step toward qualifying an officer to serve as a drug recognition expert, or DRE.
 Display slide 90	– **DEC Program (continued)** 1. DEC program helps prevent crashes, deaths and injuries by improving enforcement of impaired driving violations 2. Being able to identify additional cues to drug-impairment can provide probable cause for chemical tests in the event of an inconsistent BAC 3. In order to qualify as a DRE, all IACP certification standards must be met	Display slide. Tell the students that if they are interested in learning more about DEC training opportunities, they should contact their Governors' Highway Safety Representative, their local NHTSA Regional Office, or go to the NHTSA website (refer them to their Student Manuals for locations, phone numbers, and web address).

Aides	Lesson Plan	Instructor Notes
	4. Only a limited number of specially trained DRE officers	
 Display slide 91	– **Activity** In the Florida Validation Study, it was found that an officer's decision to arrest is correct what percentage of the time? 1. 45% 2. 65% 3. 75% 4. 95%	Display activity slide. Ask for a volunteer to answer the question. **Correct answer**: 95%

ATTACHMENTS

A Summaries of Relevant Case Law
B Summaries of Validation Research

ATTACHMENT A

SUMMARIES OF RELEVANT CASE LAWS

- **State v. Superior Court, 718 P.2d 171 (Ariz.1986)**

This case is also known as the "Blake" case. It was the first case to reach the State Supreme Court level. The Arizona Supreme Court found that HGN satisfies the Frye standards for evidence to corroborate or attach the issue of a suspect's impairment. Because the court took judicial notice of HGN, it is not necessary to introduce expert scientific testimony to secure the admissibility of HGN. The court also set the standards governing the training of officers who would be qualified to testify about HGN. The court explicitly found that HGN cannot be used to establish BAC quantitatively in the absence of a chemical test. In this case, the arresting officer was attempting to use the angle of onset of nystagmus to give a quantitative estimate of BAC. The California court ruled that the officer was not entitled to testify as either a lay or expert witness about HGN, or to give his opinion about the defendant's BAC. The Court stated that, at the time, HGN was a new form of scientific evidence that had not yet shown its general acceptance in the scientific community. The officer's testimony in this case clearly demonstrated that he was not properly trained in HGN and didn't really understand how the test should be administered.

- **California v. Loomis, 156 Cal. App. 3d Supp. 1, 203 Cal. Rptr. 767 (1984)**

In this case, the arresting officer was attempting to use the angle of onset of nystagmus to give a quantitative estimate of BAC. The California court held that the officer was not entitled to testify as either a lay or expert witness about HGN, or to give his opinion about the defendant's BAC. The court stated that, at the time, HGN was a new form of scientific evidence that had not yet shown its general acceptance in the scientific community. The officer's testimony in this case clearly demonstrated that he was not properly trained in HGN and didn't really understand how the test should be administered.

- **Iowa v. Murphy, 451N.W.2d 154 (1990)**

While this case also ruled that HGN test results could not be used to determine a specific BAC level, it did rule that the results of the test could be admitted into evidence because it was part of the SFST battery and the observations of impairment were objective in nature. The court also noted that the officer was properly trained to administer the test and that there was no need for the officer to be specially qualified to be able to interpret the results.

- **Ohio v. Homan, 732 N.E.2d 952 (2000)**

The Ohio Supreme Court ruled that, while field sobriety tests are an effective means of identifying intoxicated drivers, their reliability depends largely upon the manner in which they are administered. The court held that even minor deviations from the standardized procedures promulgated by NHTSA could severely bias the results. Thus, SFSTs, including HGN, must be administered in strict compliance with those procedures, or the results are inadmissible.

- **Young v. City of Brookhaven, 693 So.2d 1355 (Miss. 1997)**

The Mississippi Supreme Court held that although HGN is admissible to establish probable cause to arrest, it is not admissible at trial to prove the guilt or innocence of the defendant. This is contrary to the vast majority of cases that have addressed the issue. Most states that allow the admission of HGN evidence allow it to establish both probable cause to arrest and guilt or innocence.

- **Smith v Wyoming, 2000 Wyo. LEXIS 202 (Wyo October 4, 2000)**

For the purpose of establishing probable cause, an officer may testify to the results of the SFSTs (including HGN) if it is shown that the officer has been adequately trained, and conducted them (SFSTs) in substantial accordance with that training. Deficiencies in the administration of the SFSTs go to the weight accorded the evidence and not to its admissibility.

ATTACHMENT B

SUMMARIES OF VALIDATION RESEARCH

- **Colorado Validation Study of the Standardized Field Sobriety Test (SFST) Battery - November1995**

This study researched the question, "How accurate are the officer's arrest and release decisions when the SFSTs are used by trained and experienced officers?" Using the standardized test battery described in this course, the researchers found that officers were more likely to error on the side of releasing drivers than on the side of incorrectly arresting drivers. Researchers concluded that the SFSTs are valid indices of the presence of alcohol at impairing levels.

- **Florida Validation Study of the Standardized Field Sobriety Test (SFST) Battery - 1997**

This study was conducted in response to vigorous legal challenges to the validity of the SFST battery and to update the relevancy of the research to the current use of the tests. The data obtained during this study demonstrated that 95% of the officer's decisions to arrest the driver were correct. Furthermore, 82% of their decisions to release drivers were also correct. Therefore, it was concluded that the SFSTs not only assist law enforcement officers in removing impaired drivers from the roadways, they also protect the rights of the unimpaired driver.

- **Validation of the Standardized Field Sobriety Test Battery at BACs Below 0.10 Percent (NHTSA Study) - August 1998**

The purpose of this study was to evaluate the accuracy of the Standardized Field Sobriety Test (SFST) battery to assist officers in making arrest decisions for DWI at BACs below 0.10. Data analysis found the SFSTs to be extremely accurate in discriminating between BACs above and below 0.08.

SLIDES
81-91

Twenty Minutes

CONCLUSION

CONCLUSION

- **Content Segments**
  - Final Test
  - Closing Remarks and Dismissal
- **Learning Activities**
  - Instructor-Led Presentations
  - Written Test

Aides	Lesson Plan	Instructor Notes
20 Minutes	CONCLUSION	
15 Minutes	• **Final Test**	
	– **Purpose of the Final Test** 1. Distribute the test. 2. Collect completed tests.	Explain that the purpose of the Final Test is to compare the score with the pretest score and determine the extent of knowledge gained by the students. Copy and distribute the Final Test. (See Attachment). Allow students approximately 15 minutes to complete the test. Collect the completed tests.
5 Minutes	• **Closing Remarks and Dismissal**	
	– **Overall Goal**	Briefly remind students of the importance of DWI deterrence.
	– **Dismissal**	Thank the students for their time and attention. Dismiss the class.

ATTACHMENT

SFST Refresher Training Final Test

APPENDICES

A. Glossary

B. Overview for Prosecutors Program

C. State Offices of Highway Safety

D. NHTSA Regional Offices

GLOSSARY

Alveolar Breath - Breath from the deepest part of the lung.

Blood Alcohol Concentration (BAC) - Grams of alcohol found in 100 milliliters of blood.

Breath Alcohol Concentration (BrAC) - Grams of alcohol found in 210 liters of breath.

Clue - Something that leads to the solution of a problem.

Cue - A reminder or prompting as a signal to do something. A suggestion or a hint.

Divided Attention Test - A test that requires the subject to concentrate on both mental and physical tasks at the same time.

DWI - Driving While Intoxicated. (Also Driving While Impaired) Driving a vehicle while under the influence of alcohol or other drugs.

DWI Detection Process - The entire process of identifying and gathering evidence to determine whether or not a suspect should be arrested for a DWI violation.
The DWI detection process has three phases:
Phase 1 – Vehicle in Motion,
Phase 2 – Personal Contact,
Phase 3 – Pre-arrest Screening

Evidence - A means by which an alleged fact may either be established or disproved.
Evidence of a DWI violation may be of various types:

1. Physical (or real) evidence: something tangible, visible, or audible.
2. Well established facts (judicial notice)
3. Demonstrative evidence: demonstrations performed in a courtroom
4. Written matter or documentation
5. Testimony

Field Sobriety Test - Any one of several roadside tests that can be used to determine whether a suspect is impaired.

Horizontal Gaze Nystagmus (HGN) - A standardized field sobriety test based on the involuntary jerking of the eyes as they gaze toward the side.

Illegal Per Se - Unlawful in and of itself. Used to describe a law that makes it illegal to drive while having a statutorily prohibited Blood Alcohol Concentration.

Nystagmus - An involuntary jerking of the eyes.

One-leg Stand (OLS) - A standardized divided attention field sobriety test.

Personal Contact - The second phase in the DWI detection process. In this phase the officer observes and interviews the driver face to face; determines whether to ask the driver to step from the vehicle; and observes the driver's exit and walk from the vehicle.

Pre-Arrest Screening - The third phase in the DWI detection process. In this phase the officer administers standardized field sobriety tests to determine whether there is probable cause to arrest the driver for DWI, and administers or arranges for a preliminary breath test.

Preliminary Breath Test (PBT) - A pre-arrest breath test administered during investigation of a possible DWI violation to obtain an indication of the person's blood alcohol concentration.

Psychophysical "Mind body" - Used to describe field sobriety tests that measure a person's ability to perform both mental and physical tasks at the same time.

Standardized Field Sobriety Test Battery - A battery of three tests, Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand, administered and evaluated in a standardized manner to obtain validated indicators of impairment based on NHTSA research.

Tidal Breath - Breath from the upper part of the lungs and mouth.

Vehicle in Motion - The first phase in the DWI detection process. In this phase the officer observes the vehicle in operation, determines whether to stop the vehicle, and observes the stopping sequence.

Vertical Gaze Nystagmus - An up and down jerking of the eyes which occurs when the eyes gaze upward at maximum elevation.

Walk-and-Turn (WAT) - A standardized divided attention field sobriety test.

APPENDIX B

OVERVIEW FOR PROSECUTORS
(CD-ROM only)

The SFST Overview for Prosecutors is designed for prosecutors who want to become more familiar with SFST. The program also gives prosecutors a better understanding of how law enforcement officers are trained to carry out the laws that pertain to DWI. This program is accessed by installing the SFST Refresher Training CD-ROM and selecting Overview for Prosecutors when the startup routine prompts the user to select a program.

The program includes an introduction and five units.

Unit 1: What is the SFST Program and How did it Originate?

This unit provides some background information and describes the purpose of the SFST program.

Topics include:

- Introduction
- Development of SFST Program
- Validation of SFSTs

Unit 2: How are Police Officers Trained?

This unit provides a summary of the training that law enforcement officers receive.

Topics include:

- Introduction
- Summary of Training
- Periodic Updates

Unit 3: How does the Officer Make the Decision to Arrest?

This unit describes how an officer makes the decision to arrest including an overview of the 3 phases of detection.

Topics include:

- Introduction
- Three Phases of Detection
- Interpretation of Evidence

Unit 4: The SFST Battery

This unit has a description of the SFST battery, including administration of the tests and interpretation of the results.

Topics include:

- Introduction
- Horizontal Gaze Nystagmus
- Walk-and-Turn
- One-Leg Stand
- Other Tests
- Inconsistent BAC
- Questions to Ask the Officer

Unit 5: How Can I Learn More About SFSTs?

This unit provides information on how to learn more about the SFST program.

Topics include:

- Introduction
- Attending SFST Training
- National Traffic Law Center

STATE OFFICES OF HIGHWAY SAFETY

Alabama
Dept Of Econ & Comm Affairs
401 Adams Ave (PO Box 5690)
Montgomery, AL 36103-5690
(334) 242-5803
FAX (334) 242-0712

Alaska
Alaska Hwy Safety Planning Agency
450 Whittier St.
Juneau, AK 99811
(907) 465-4374
FAX (907) 465-5860

Arizona
Gov's Office of Hwy Safety
3030 N. Central, Suite 1550
Phoenix, AZ 85012
(602) 255-3216
FAX (602) 255-1265

Arkansas
AR State Hwy & Trans. Dept.
11300 Baseline Rd
Little Rock, AR 72203-2261
(501) 569-2648
FAX (501) 569-2651

California
Business, Transportation, and Housing Agency
7000 Franklin Blvd., Suite 440
Sacramento, CA 95823
(916) 262-0990
FAX (916) 262-2960

Colorado
Department of Transportation
4201 E. Arkansas Ave.
Denver, CO 80222
(303) 757-9440
FAX (303) 757-9219

Connecticut
Department of Transportation
PO Box 317546
2800 Berlin Turnpike
Newington, CT 06131-7546
(860) 594-2370
FAX (860) 594-2374

Delaware
Office of Highway Safety
Public Safety Bldg, Box 1321
Rte. 113 South & Bay Road
Dover, DE 19903-1321
(302) 739-3295
FAX (302) 739-5995

District of Columbia
DC Dept of Public Works
Frank D. Reeves Center
2000 14th St., NW, 7th Floor
Washington, DC 20009
(202) 671-0492
FAX (202) 939-7185

Florida
Department of Transportation
605 Suwanne Street, MS-53
Tallahassee, FL 32399-0450
(850) 488-3546
FAX (850) 922-2935

Georgia
Gov.'s Office of Hwy. Safety
1 Park Tower
34 Peachtree Street, Suite 1600
Atlanta, GA 30303
(404) 656-6996
FAX (404) 651-9107

Hawaii
Motor Vehicle Safety Office
Department of Transportation
601 Kamokila Blvd, Room 511
Kapolei, HI 96707
(808) 692-7650
FAX (808) 692-7665

Idaho
Department of Transportation
3311 W. State St.
Boise, ID 83707
(208) 334-8101
FAX (208) 334-3858

Illinois
Department of Transportation
PO Box 19245
3215 Executive Park Drive
Springfield, IL 62794-9245
(217) 782-4974
FAX (217) 782-9159

Indiana
Governor's Council on Impaired and Dangerous Driving
ISTA Building, Suite 330
150 West Market
Indianapolis, IN 46204
(317) 232-4220
FAX (317) 233-5150

Iowa
Gov. Traffic Safety Bureau
307 East Seventh Street
Des Moines, IA 50319-0248
(515) 281-3907
FAX (515) 281-6190

Kansas
Bureau of Traffic Safety
Thacher Building, 3rd Floor
217 SE 4th Street
Topeka, KS 66603
(785) 296-3756
FAX (785) 291-3010

Kentucky
KY State Police Headquarters
919 Versailles Road
Frankfort, KY 40601-9980
(502) 695-6356
FAX (502) 573-1634

Louisiana
LA Hwy Safety Commission
PO Box 66336
Baton Rouge, LA 70896
(225) 925-6991
FAX (225) 922-0083

Maine
Bureau of Highway Safety
164 State House Station
Augusta, ME 04333
(207) 624-8756
FAX (207) 624-8768

Maryland
Office of Traffic and Safety
7491 Connelley Drive
Hanover, MD 21076
(410) 787-4017
FAX (410) 787-4082

Massachusetts
Gov. Highway Safety Bureau
10 Park Plaza, Suite 5220
Boston, MA 02116-3933
(617) 973-8904
FAX (617) 973-8917

Michigan
Office of Hwy. Safety Planning
4000 Collins Road
PO Box 30633
Lansing, MI 48909-8133
(517) 336-6477
FAX (517) 333-5756

Minnesota
Office of Traffic Safety
444 Cedar Street, Suite 150
St. Paul, MN 55101-5150
(651) 296-9507
FAX (651) 297-4844

Mississippi
Gov.'s Highway Safety Office
401 North West St., 8th Floor
Jackson, MS 39225-3039
(601) 359-7880
FAX (601) 359-7832

Missouri
Division Of Highway Safety
PO Box 104808
Jefferson City, MO 65110
(573) 751-4161
FAX (573) 634-5977

Montana
Department of Transportation
PO Box 201001
2701 Prospect Ave., Room 109
Helena, MT 59620-1001
(406) 444-3423
FAX (406) 444-7303

Nebraska
Office of Highway Safety
PO Box 94612
Lincoln, NE 68509
(402) 471-2515
FAX (402) 471-3865

Nevada
Office of Traffic Safety
Dept. of Motor Vehicles
& Public Safety
555 Wright Way
Carson City, NV 89711-0099
(775) 687-5720
FAX (775) 687-5328

New Hampshire
Highway Safety Agency
Pine Inn Plaza
117 Manchester Street
Concord, NH 03301
(603) 271-2131
FAX (603) 271-3790

New Jersey
Div. of Highway Traffic Safety
225 East State Street, CN-048
Trenton, NJ 08625
(609) 633-9300
FAX (609) 633-9020

New Mexico
Traffic Safety Bureau
604 W. San Mateo
P.O. Box 1149
Santa Fe, NM 87504-1149
(505) 827-0427
FAX (505) 827-0431

New York
Gov. Traffic Safety Committee
Swan St. Bldg., Empire Plaza
Albany, NY 12228
(518) 473-9007
FAX (518) 473-6946

North Carolina
Gov. Highway Safety Program
215 East Lane Street
Raleigh, NC 27601
(919) 733-3083
FAX (919) 733-0604

NHTSA REGIONAL OFFICES

Note: Regional Training Coordinators are located in each Regional Office.

New England Region
Volpe National Trans. Systems Center
55 Broadway - Kendall Square - Code 903
Cambridge, MA 02142
(617) 494-3427
FAX (617) 494-3646

Eastern Region and Virgin Islands
222 Mamaroneck Ave, Suite 204
White Plains, NY 10605
(914) 682-6162
FAX (914) 682-6239

Mid Atlantic Region
10 South Howard Street, Suite 4000
Baltimore, MD 21201
(410) 962-0077
FAX (410) 962-2770

Southeast Region
Atlanta Federal Center
61 Forsyth Street, SW, Suite 17T30
Atlanta, GA 30303
(404) 562-3739
FAX (404) 562-3763

Great Lakes Region
19900 Governors Drive, Suite 201
Olympia Fields, IL 60461
(708) 503-8822
FAX (708) 503-8991

South Central Region and Indian Nations
819 Taylor Street Room 8A38
Fort Worth, TX 76102-6177
(817) 978-3653
FAX (817) 978-8339

Central Region
PO Box 412515 (Zip 64141)
6301 Rockhill Road Rm 100 (Zip 64131)
Kansas City, MO
(816) 822-7233
FAX (816) 822-2069

Rocky Mountain Region
555 Zang Street, Room 430
Denver, CO 80228
(303) 969-6917
FAX (303) 969-6294

Western Region and Pacific Territories
201 Mission Street, Suite 2230
San Francisco, CA 94105
(415) 744-3089
FAX (744-2532

Northwest Region
3140 Jackson Federal Building
915 Second Avenue
Seattle, WA 98174
(206) 220-7640
FAX (206) 220-7651

North Dakota
Drivers Lic. & Traf. Safety Div.
Department of Transportation
608 East Boulevard Avenue
Bismarck, ND 58505-0700
(701) 328-2601
FAX (701) 328-2435

Ohio
Office of Gov. Hwy. Safety Rep.
PO Box 182081
1970 W. Broad Street (43223)
Columbus, OH 43218-2081
(614) 466-3250
FAX (614) 728-8330

Oklahoma
OK Highway Safety Office
3223 North Lincoln
Oklahoma City, OK 73105
(405) 521-3314
FAX (405) 524-4906

Oregon
Transportation Safety Section
555 13th Street, NE
Salem, OR 97310
(503) 986-4190
FAX (503) 986-4189

Pennsylvania
Bureau of Highway Safety and
Traffic Engineering
555 Walnut Street
7th Floor, Forum Place
Harrisburg, PA 17105-2047
(717) 787-7350 or 8069
FAX (717) 783-8012

Rhode Island
Gov. Office of Highway Safety
345 Harris Avenue
Providence, RI 02909
(401) 222-3024
FAX (401) 222-6038

South Carolina
Department of Public Safety
5400 Broad River Road
Columbia, SC 29210
(803) 896-7896
FAX (803) 896-8393

South Dakota
Office of Highway Safety
Dept Of Commerce & Reg.
118 West Capitol
Pierre, SD 57501
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Tennessee
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James K Polk State Office Bldg
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Department of Transportation
125 E. 11th Street
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Department of Public Safety
5263 South 300 West, Suite 202
Salt Lake City, UT 84107
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Vermont
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103 South Main Street
Waterbury, VT 05671-2101
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FAX (802) 244-4124

Virginia
Transportation Safety Services
Department of Motor Vehicles
PO Box 27412
Richmond, VA 23269
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FAX (804) 367-6631

Washington
Traffic Safety Commission
1000 South Cherry Street,
MS/PD-11
Olympia, WA 98504
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FAX (360) 586-6489

West Virginia
Driver Services
Department of Motor Vehicles
Capitol Complex Bldg 3 Rm 118
Charleston, WV 25317
(304) 558-6080 Ext. 13
FAX (304) 558-0391

Wisconsin
Bureau Of Transportation
Hill Farms State Ofc. Bldg #933
4802 Sheboygan Avenue
PO Box 7936
Madison, WI 53707-7936
(608) 266-3048
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Wyoming
Highway Safety Program
5300 Bishop Blvd., PO Box 1708
Cheyenne, WY 82003-9019
(307) 777-4450
FAX (307) 777-4250

American Samoa
Office of Highway Safety
Government of American Samoa
PO Box 1086
Pago Pago, AS 96799
(684) 699-1911 or 2911
FAX (684) 699-4224

Guam
Dept. of Public Works, OHS
542 N. Marine Drive
Tamuning, GU 96910
(671) 646-3211
FAX (671) 646-3733

Commonwealth of The Northern Marina Islands
Department of Public Safety
Office of Special Programs
Commonwealth of No. Mariana Islands
PO Box 791
Civic Center; Susupe Village
Saipan, MP 96950
(670) 664-9128
FAX (670) 664-9141

Puerto Rico
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Box 41289, Minillas Station
Santurce, PR 00940
(787) 723-3590
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Virgin Islands
Office of Highway Safety
Lagoon Street Complex
Fredriksted
St. Croix, VI 00840
(340) 776-5820
FAX (340) 772-2626

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Indian Hwy. Safety Programs
Bureau of Indian Affairs
Dept. of Interior, Suite 1705505
Marquette Avenue, NW
Albuquerque, NM 87102
(505) 248-5053
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