




Arizona Peace Officer Standards and Training Board

LESSON PLAN COVER SHEET

COURSE TITLE: Introduction to FTO (FTO 101)		HOURS: 2	
DATE FIRST PREPARED: 03/22/1999		PREPARED BY: Lt. Galloway, #6882, Mesa PD	
DATE REVISED: 04/05/2002		BY: Ofc. Bill Everson, #4126, Mesa PD	
DATE REVISED/REVIEWED: <small>(Please circle one)</small>		BY:	
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DATE REVISED/REVIEWED: <small>(Please circle one)</small>		BY:	
LIST ANY PREREQUISITIES: N/A			
LEAD INSTRUCTOR: Ofc. Bill Everson, #4126		BACK-UP INSTRUCTOR: Ofc. Richard Encinas, #11372	
APPROVAL NUMBER:			
COURSE DESCRIPTION: The students introduce themselves and give a positive and negative experience they had when going through their field training. The class will discuss the different traits a good trainer must possess and the traits they should not possess. The students will be given examples of the "practice makes perfect theory", and not to set their own expectations too high.			
INSTRUCTOR REFERENCES: Glen Kaminsky FTO School San Jose FTO Model NAFTO News article: "Tactical Survival for the Field Training Officer" by Bill Harvey Police Chief, May 2002: "Are You Preparing For Report Writing Choas?" by Todd Dischinger		TRAINING AIDES, EQUIPMENT, MATERIALS: Dry erase board, ball Handouts: 1. NAFTO News article – "Tactical Survival for the Field Training Officer" by Bill Harvey 2. Mesa PD Proficiency Chart 3. Training vs. Evaluation Chart	
		PRE-TEST: No	POST-TEST No
METHOD OF INSTRUCTION: Lecture Student participation			
SUCCESS CRITERIA: Students gain an appreciation of good FTO techniques and traits.			
PERFORMANCE OBJECTIVES: Introduce classmates. Establish class definitions of good and poor FTO traits. Consider expectations for new learning in a stressful, multi-tasking foreign language environment. Introduce Mesa PD FTO Program			
AGENCY APPROVAL	Name (Type or Print)	Signature	Date
AZPOST APPROVAL	Name (Type or Print) LYNDON A. "LYNN" LARSON Basic Training Administrator	Signature 	Date August 2, 2000

AZ POST Form LP (Revised 8/00)

OUTLINE

NOTES

- A. Introduction of instructors
- B. Introduction of class members
 - 1. Write on board:
 - Name
 - Class #
 - Time on PD
 - Prior experience
 - Good FTO experience
 - Bad FTO experience
 - 2. Instructor introduce self with above info
 - 3. Use ball to choose next class member to introduce himself
 - a. Give instructions for introductions
 - b. Students instructed to:
 - 1) Pass ball to someone that has not spoken yet
 - 2) Recite info on board without having to look at the board
 - 3) Do not drop ball
 - 4) Do not spill any drinks
 - 5) Do not make any mistakes
 - 4. After each person has introduced himself, instructor/s ask for class to list positive and negative FTO traits on dry erase board. Explain that the class has already defined desirable and undesirable FTO traits.
 - 5. Example:

<u>Positive</u>	<u>Negative</u>
Flexible	Lazy
Patient	Bad attitude
Explains why	Brings personal problems to work
Positive attitude	

Write on dry erase board

Use ball as prop

Write on dry erase board

OUTLINE

NOTES

C. Discussion: Learning multi-tasking

1. The first part of the class students were given a task, items to tell class, and told to perform a skill, passing the ball, without making any mistakes. This is multi-tasking.
2. Discuss how the simplest tasks are not perfectly mastered on the first try and how this relates to the FTO role.

a. Examples:

1) Traffic Stop

- a) On dry erase board, write elements of a traffic stop next to the tasks the class was asked to perform at the beginning of class:

Identify traffic violation	Name
Pick location for stop	Class #
Advise radio of location	Time on PD
Give plate number	Prior experience
Activate emergency lights	Good FTO experience
Position patrol car safely	Bad FTO experience

- b) Compare two lists. Instructor discusses expectations of new officers learning to multi-task.

2) Understanding the “lingo”.

- a) Instructor writes sentence on paper and gives to a volunteer student that speaks a foreign language. Example: **“I will be out with juveniles carrying handguns at a loud party.”**
- a) Volunteer reads the sentence in the foreign language.
- b) Ask students (that do not know that language) what the volunteer said.
- c) Re-read sentence in English using radio codes. **“I will be out with 417, 422, 419.”**
- d) Discuss how new officers are learning to multi-task new skills under stress while not understanding the language police officers speak.

Write on dry erase board

Write sentence on piece of paper and give to foreign language speaking student.

OUTLINE	NOTES
D. What to expect from an OIT:	
1. OITs will know virtually nothing; it is the FTO's job to teach. 2. How many had to look to the board to remember the five items when introducing themselves? The OITs will not have a board to look at while learning police work; FTOs are their source of information.	Refer back to dry erase board
3. First Phase FTOs will be handed a lump of clay to mold. 4. Second Phase FTOs will further mold the clay.	
5. Third Phase FTO finishes molding and evaluates the OIT's ability to function as a solo officer.	
6. Fourth Phase FTO evaluates OIT as a solo officer and recommends graduating the OIT or sending OIT back for more training in deficient areas.	
7. Which FTO taught the proper way to do police work? a. Who has the definitive answer on how to teach police work to OITs and how every call should be handled? b. Everyone teaches differently; everyone handles calls differently. There is always more than one correct way to accomplish any task.	No one has all the answers
8. Training vs. Evaluation: a. Teach your way or different ways in Phase I, II, and the first part of Phase III.	More training than evaluation
b. In the latter part of Phase III and Phase IV, allow OIT to develop his way to do police work by combining all that he has learned. As long as the OIT gets the job done efficiently and works within the law and policy manuals, he is doing the job correctly.	More evaluation than training
c. "Teach" is a key concept here. Too many FTOs believe that they exist to evaluate, send back for corrections, and evaluate again.	Refer to Training vs. Evaluation Chart
9. Introduce the Mesa FTO Proficiency Program. a. Everyone learns at his own pace.	Richard Honey, a writing course consultant in CA who works with academies
b. Recruits can finish early, if proficient. c. Recruits can take as long as they need (within reason) as long as they are progressing, showing improvement.	Pass out Mesa FTO Program Proficiency Chart
d. When improvement levels off or the recruit starts back sliding, termination then becomes an option.	
10. "Do as I say, not as I do" does not work in the FTO Program. a. FTOs need to be a positive example at <u>all</u> times.	
b. Police officers are held to a higher standard than the general public and are under the microscope; FTOs are under an electron microscope – even more scrutiny.	Pass out handout, "Tactical Survival for the Field Training Officer" if not already passed out.
11. Note highlighted section of the second to last paragraph in the handout, "Tactical Survival for the Field Training Officer." "...the FTO is the most important officer in any department. They direct and define the department's future."	
12. Agencies can change attitudes, policies, procedures, knowledge, etc. by using FTO training.	Most patrol officers did not know how to process DUI cases until the FTO Unit made DUIs a requirement.
a. Give DUI example from Mesa PD	Over time, all patrol officers learned how to conduct a DUI investigation.

Tactical Survival For The Field Training Officer

By Bill Harvey

One of the most dangerous dilemmas that an officer can face is the field training of recruits. If you are a field training officer or are considering this assignment, you know that this important area is rarely discussed.

How do you know that your “rookie” is tactically sound and will respond appropriately during a confrontation? Will he or she react properly, overreact, or freeze up? Does he understand that in the field there are no “do overs” or retests? These officer survival issues and many other questions plague the FTO and must be addressed.

I have picked up some tips over the years from top-notch field training officers that I want to share here. Employing some of these ideas may alleviate (or confirm) your doubts about your trainee.

Many FIOs call the academy and ask the defensive tactics instructor about their particular rookie—just how good was he? As a defensive tactics instructor, making this judgment can be a hard one. How a recruit performs during static or even fluid training may not tell how he will handle a real street encounter.

Most recruits know that during training, safety is stressed so much that chances of injury are minimal. The instructor can tell you about hand-eye coordination, psychomotor skills, and general strength or stamina. Yet, predicting how they’d handle a call is a long shot. Besides, more issues than defensive tactics and shooting skills exist.

If I were king for a day all FTOs would train with their recruits in several areas including

high-liability situations and critical tasks. Additionally, attending training programs together can be helpful and insightful. This may help build confidence by having a mentor there. The following suggestions can enhance a rookie’s training and tactical readiness, as well as ease some of your doubts.

Quiz the recruit on the procedures used by your agency. Some FTOs have tests made up to cover the standard operating procedure, departmental protocols, and application. These are not closed-ended questions (true or false) but open-ended requiring extensive explanation. The policy covering uses of force (both lethal and nonlethal) is essential.

One problematic area is non-lethal use of force and its proper applications. For instance, during the escalation of resistance, what particular method of control is appropriate? Most recruits may have not seen behavior that is indicative of some resistance, until they respond to that type of call for the first time. Additionally, some recruits have not observed emotionally disturbed persons and the behaviors they exhibit.

Along with written quizzes, continually check their knowledge verbally with questions. A good start is a series of “if this had happened, what would you do” questions. Then follow it up with the most important question—why?

FTOs can play the role of a defense attorney and intensively question the recruit about his actions and observations.

Can they explain behavior that suggests an emotionally disturbed person vs. that of a combative

suspect? Finally, ask the trainee’s feeling about the use of force. You might be surprised to find that some have never been involved in a confrontation before and even participated in a contact sport. The idea of physical combat may be foreign to them.

Another point is their equipment. Check the recruit for the proper issued equipment, including ballistic protection. The most basic gear an FTO can inspect is the gunbelt; is all the equipment tactically located and secure? Does the trainee know the nomenclature, how to care for and safely use all issued equipment? And make sure they do not have unauthorized equipment. This will cloud their ability to confront a questionable situation. Often, recruits haunt “cop shops” and buy the latest “stuff”, all guaranteed to get you in trouble. The recruit should learn to use issued and approved equipment effectively first, without resorting to “double nought spy” stuff.

A classic FTO test is to take the recruit to a dimly lit area and test how effectively he can find, handle, and secure his equipment. They should be able to load their handcuffs for speed cuffing by feel. And can they perform a tactical reload without losing eye contact of the adversary?

A simple reminder about anything involving firearms: Unload everything, double check, and recheck, and supervise! Training accidents are not a trivial matter. Set aside all ammo and edged weapons before beginning any training exercise.

DRILL BITS

There's also a few exercises you can try with your trainee. Most of these drills were practical exercises in the academy. Recruits may feel that they have passed this "test" already; however, this is a street environment, in uniform with equipment, and under varying environmental conditions. Academies sometimes train in a sterile condition and teach procedures that may differ from your department. Don't accept the recruit's word-- "Oh, I can do that." You are the FTO and responsible for their survival and yours. Prepare, drill and teach them.

Traffic stops are a critical task, not just felony stops, but all stops. I have heard stories (some funny and some horrible) involving recruits on their first few stops. But always practice a couple before encountering a real violator. You can find a parked car or even use your car. With this vehicle, review distance, approach, even simulate calling in the vehicle on the radio. This drill should be done during daylight, as well as during night time conditions.

I know one hard-core FTO, who drills his recruits in inclement conditions. He does so to involve rain gear, jackets, gloves, whatever. He believes that recruits should be able to tactically encounter a violator regardless of his own attire or the environmental conditions.

Building checks or searches are often an overlooked skill. Typically recruits are horrible at this. They have no noise or light discipline. Plus, they will silhouette themselves in doorways. The biggest problem is they forget the first rule of building searches: they should be organized and systematic. Recruits will not coordinate; instead, they tend to wander off, get into other officers' areas of the search, and tragic consequences can

happen. FTOs should search out vacant buildings within their precincts. Then, gather up the new recruits, and review this topic giving practical exercises. Some are afraid of the "bogeyman" and have phobias about dark or unfamiliar buildings. But they can overcome this with confidence through training.

Too often, weapon awareness is overlooked and FTOs assume recruits understand what a "weapon" is. Recruits think in terms of rifles, machetes, and bazookas. They ignore the small things that experience tells us. Most do not consider small knives, lights, or large key rings as weapons.

Recruits also tend to believe that weapons are only found in normal places: the belt line, shoulder holsters, or trouser pockets. Get them thinking by telling them all of the places you've found weapons concealed on or near the body. With this lesson, we must educate the recruits and not promote hysteria. Some rookies will go overboard on their next encounter if you do not temper this discussion.

Cover and concealment often seem unimportant to recruits. They are usually like a rookie firefighter, running into the fire. Recruits will have reckless abandon when responding to a "hot call" or unfriendly environment. Review with them the tenants of cover and concealment.

One FTO I knew would make his recruits verbalize cover and concealment options of a call before getting out of the car.

What I'm talking about here is drilling into them tactical awareness or mind-set. Cover and/or concealment is out there. It is left to their imagination to seek it out.

How a recruit performs during static or even fluid training may not tell how he will handle a real street encounter.

Now we must reinforce space behavior in street encounters. These recruits are now adapting to a new way of interacting with people. Before the academy, their social interaction with friends has been far too close for street interaction. The notion of a reactionary gap between them and a violator may be a new idea. You must constantly emphasize this for it to become habit. Whenever the recruit happens to meet a citizen, later ask if they knew them or how well. Inquire what allowed them to let their guard down. Of course, you must set the sterling example, as well. Learning through observation is a tenant of the process.

Geographical orientation is a major area of concern too. We tend to push rapid police response and tactical arrival, but knowing the layout of the land is the foundation.

I specifically recall training recruits who had just moved to our city. They knew where their apartment was, the police academy, and the local gas station. However, these officers are not the problems you might expect them to be. They usually learn quickly and are quite accurate in their orientation with a map. In my opinion, recruits that are from the same city are the hardest to teach orientation to. They still equate streets and landmarks as "the way to grandmother's house" or where a former school chum lived. Unfortunately for them, radio operators do not dispatch a street in terms of grandmother's house.

I have been successful in teaching this concept with a game that has three levels and many twists.

Level one is basic orientation. You are riding the streets with your recruit when a call is dispatched to another unit. Ask your trainee, "How would you get to that call from here?" This basically teaches going from Point A to Point B

without stress. It also reinforces the concept of knowing where other units are in case you need to respond for assistance or a friendly roll-by.

Level two involves advanced orientation. A call goes out to a unit, "How would you get there from here, driving without lights and siren?" After their response, then ask, "How would you get there from here, driving with lights and siren?" This level reinforces police backup but now adds the twists. We all know that certain routes afford faster travel time than others and some are less hazardous for faster response.

Level three concerns tactical response. A felony-in-progress call goes out. Ask your trainee, "If you are the primary (contact) unit, how would you travel and how would you arrive on the scene?" Now we are seeking more finite answers, regarding noise and light discipline, vehicle placement to location, observations while en route, etc. Next question: "If you are the

backup (cover) unit, how would you respond? What actions do the cover units take?" This touches on building coverage, patrolling the area for fleeing suspects, traffic control and perimeter security. You can go into depth even more, "If you were responding to this location for whatever call, which direction might you arrive from to cut off escape?" Here we are seeking that learned sense of tactical response.

What does this "game" teach? Proper police response through the jurisdiction's geography. More so, we are requiring thought and deduction. We all know the young officer who's pulled up in front of a call and blown any hope of a tactical response. We have all had the same officer ride down the street with every light, siren, bell and whistle going, with no suspect on the scene and then asking why. This drill can teach orientation, response, and tactics all at once.

Whether you call it mind-set or attitude, you have to instill it in every trainee. Every street cop talks about

their sixth sense, a cop's intuition. Where did they get it from? It's not issued at the quartermaster, but it's acquired from FTOs who are the mentors of the younger officers. In my opinion, the FTO is the most important officer in any department. They direct and define the department's future.

I'd be rich if I could make a "common sense pill" and give it to every trainee. I would have every chief and sheriff calling me for a prescription. However, it is not yet available for the market. The best prescription is good quality field training officers. To those men and women, I hope my suggestions have given you more drills and insights for recruits, therefore making our future a little brighter.

Lt. Bill Harvey is a 17-year veteran with the Savannah (Ga) Police Department. He is a watch commander and instructor. Additionally, he is a member of ASLET, NAFTO and PPCT.

Class 12 - OIT Advancement

updated: April 14, 2000

		Weeks																		
OIT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
DOBSON	OIT A	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT B	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT C	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT D	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT E	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT F	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT G	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
	OIT H	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III
CENTRAL	OIT I	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT J	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT K	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT L	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT M	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
FALCON	OIT N	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT O	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT P	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT Q	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
SUPERSTITION	OIT R	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT S	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT T	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT U	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT V	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT W	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT X	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	
	OIT Y	Phase I	Phase I	Phase I	Phase I	Phase I	Phase II	Phase II	Phase II	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	Phase III	

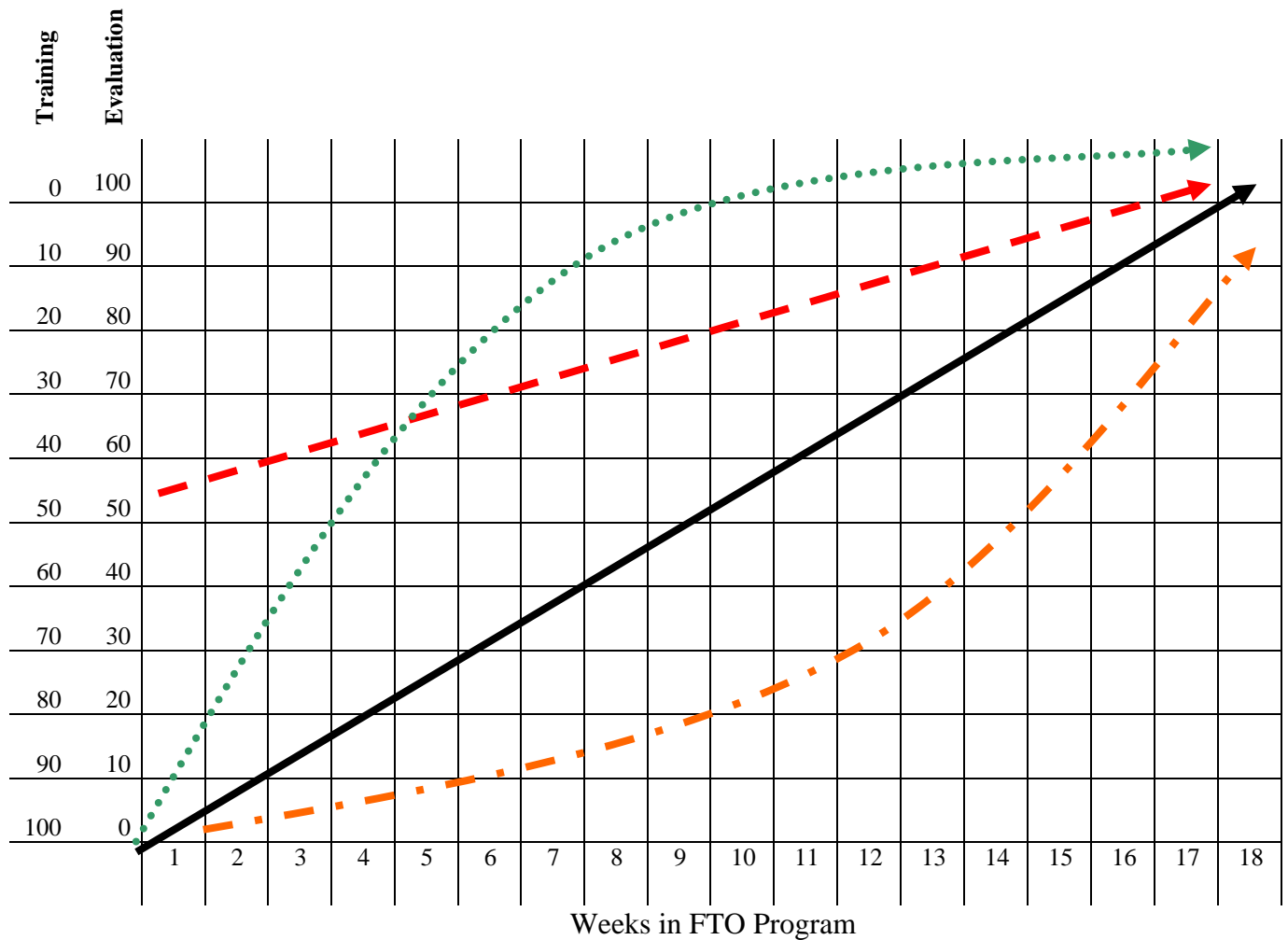
Key

- Phase I
- Phase II
- Phase III
- Phase IV - Two man car, shadow car
- Phase IV - Solo, sergeants completing SWRs through week 16

Notes on Phase IV: The two man car relieves Dispatch of assigning back up units, thereby saving manpower. The shadow car phase allows OITs to perform as a beat unit on their own; the FTO shadows the OIT in another car and is on a no call status. The FTO is allowed to act as a backup unit, take on view cases, and volunteer for calls, thereby increasing manpower.

OITs in solo status act as a beat car without an FTO, thereby releasing the FTO to also cover a beat, increasing manpower.

TRAINING vs. EVALUATION



First Phase FTOs should strive to begin the recruit’s training with a majority of teaching and little evaluation. As the program continues, FTOs do less training and more evaluation, eventually ending up doing little teaching and a majority of evaluation. (Follow the black line.)

FTOs should not expect recruits to know how to perform police work; they need to be taught. Do not start recruits out where the dashed line begins above at the 50/50 beginning mark.

Don’t expect the line to remain straight. Each recruit will learn at a different rate. With the Proficiency Program, recruits may reach the 0/100 level several weeks before the official end of the program (18 weeks).

Key:

—————▶ Theoretical Training vs. Evaluation graph line; start at 100% training / 0% evaluation.

-----▶ Improper starting point for Training vs. Evaluation.

.....▶ OIT that learns faster than the norm.

-.-.-.-▶ OIT that learns slower than the norm.