




Arizona Peace Officer Standards and Training Board

LESSON PLAN COVER SHEET

COURSE TITLE: Remedial Training		HOURS: 2	
DATE FIRST PREPARED: 10/30/2002		PREPARED BY: Heidi Parrow, Scottsdale PD	
DATE REVISED/REVIEWED:		BY:	
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LIST ANY PREREQUISITES:			
LEAD INSTRUCTOR: Heidi Parrow, Scottsdale PD		BACK-UP INSTRUCTOR: Richard Encinas, Mesa PD	
APPROVAL NUMBER:			
COURSE DESCRIPTION: Introduce, discuss, and perform practical exercises for remedial training techniques.			
INSTRUCTOR REFERENCES: AZNAFTO training material		TRAINING AIDES, EQUIPMENT, MATERIALS:	
		PRE-TEST: No	POST-TEST No
METHOD OF INSTRUCTION: Lecture Student participation			
SUCCESS CRITERIA: Students gain knowledge of importance of remedial training, learn and identify remedial training techniques, and documenting remedial training efforts.			
PERFORMANCE OBJECTIVES: Identify the importance of remedial training in today's workplace. Identify when remedial training is required. Documenting the use of remedial training or its efforts. Learn various remedial training techniques.			
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. OBJECTIVES:

1. Identify the importance of remedial training in today's workplace.
2. Identify when remedial training is required.
3. Documenting the use of remedial training or its efforts.
4. Learn various remedial training techniques.

B. FOCUS ON:

1. The trainer's role in maximizing the trainee's effectiveness.
2. Minimize liability for the trainer and department.
3. The relationship between the trainer/policy/supervision/discipline.

C. *WHY DO WE NEED REMEDIAL TRAINING IN TODAY'S WORKPLACE?*

1. We are in the new Millennium.
 - a. New role in policing
 - b. Try and be positive and innovative at the same time.
2. Unemployment rates.
3. Retaining the best talent we can find.
4. Fairness, quality leadership, and positive work environments.
5. Provide tools, direction, and training.

D. *DEFINITION OF WHEN REMEDIAL TRAINING IS REQUIRED:*

1. Repeated failure at completing task, i.e.:
 - a. Substandard work (forms not completed).
 - b. Safety infractions.
 - c. Policy violations.
2. Difficulty understanding certain concepts, i.e.:
 - a. Community based policing.
 - b. Relationships (chain of command).
 - c. Sexual harassment.
3. Does not respond to training given, i.e.:
 - a. Corrective action is ineffective, slow, or ineffective production.
 - b. Lack of communication.
 - c. No effort by the trainee to improve.
4. Denies problem is present, i.e.:
 - a. Poor attitude.
 - b. Rationalizes.
 - c. Makes excuses.
 - d. Insubordination.

OUTLINE

NOTES

E. *DOCUMENTING REMEDIAL TRAINING:*

1. Trainers and the department must be able to demonstrate their affirmative effort at rehabilitating the trainee. Use of NRTs.
2. Verbal correction is usually the first step but this must be documented.
3. All written material should state the nature of the deficiency with enough detail to convey to the reader the scope of the problem.
4. Documentation will need to include what action will be taken if the problem is not corrected.
5. Include responses given by the trainee in self-defense.
6. "If it's not documented, it didn't happen!"

NRT DEFINITION:

Training on a specific topic has occurred at least twice during a shift and the trainee cannot retain the information or cannot retain information from one shift to the next.

F. *REMEDIAL TRAINING TECHNIQUES:*

1. The goal of training is to teach students to retain and recall.
2. If a teaching method does not work, trainers need the ability to try other things, keeping in mind, the way in which people learn.
3. Give the trainee an opportunity to respond; encourage questions.
4. Don't fear mistakes by the trainees.
5. Critique as soon as possible after the incident; the effect is heightened and the impact is stronger.
6. Insure the trainee understands your expectations. Need to know why they need the training.
7. Trainers need to practice patience, flexibility, and consistency.
8. Consider non-traditional methods of learning.
 - a. Role Play
 - b. Role reversal
 - c. Mirror report or citation
 - d. Commentary driving
 - e. SIMS scenarios
 - f. Drive-by

G. *TECHNIQUES TO AVOID:*

1. Quickly criticizing mistakes or embarrassing the trainee.
 - a. Praise in public.
 - b. Criticize in private.
2. Displaying anger or frustration.
3. Ego.
 - a. Forget yourself completely. This is not about you as the trainer.
4. Unnecessary stress.
 - a. If the trainee is not relaxed, they will not learn as well.
5. Personal conflict and negative talk behind the trainee's back.
 - a. Be professional.
6. Discouraging training signs, i.e.:
 - a. Use of the "red pen".
 - b. Over perfection (style vs. policy).
 - c. Clinging to old patterns.
 - d. Comparing trainees to you.

OUTLINE	NOTES
<p>7. Certain comments or statements.</p> <ul style="list-style-type: none">a. Condoning illegal actions, including excessive force.b. Illegal searches, unlawful detentions or lying.c. Condoning violations of department policy.d. Comments that can be construed as sexual harassment, or racially biased, including jokes that can be misinterpreted. <p>H. SCENARIOS-TIME PERMITTING</p> <ul style="list-style-type: none">1. Break class into groups of 3-4 each.2. Give each group a remedial training topic, i.e.:<ul style="list-style-type: none">a. Standing too close to subjects.b. Failure to hear radio transmissions.c. Exposing gun side.3. Group has 10 minutes to come up with 3 remedial training ideas to address problem.	