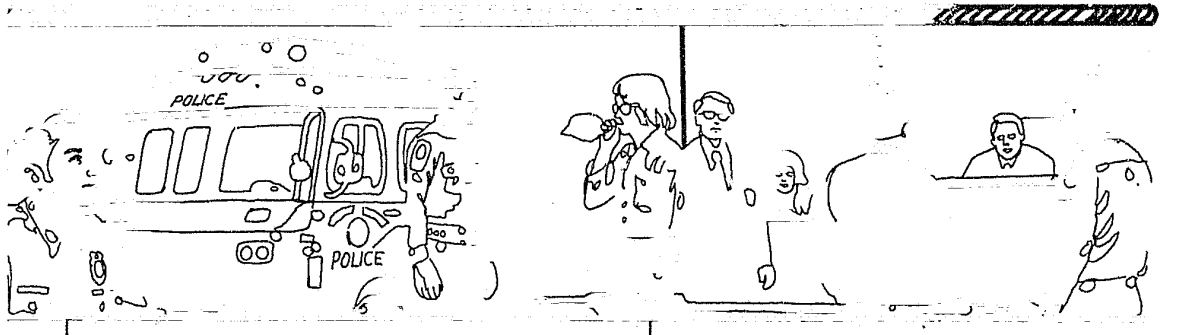
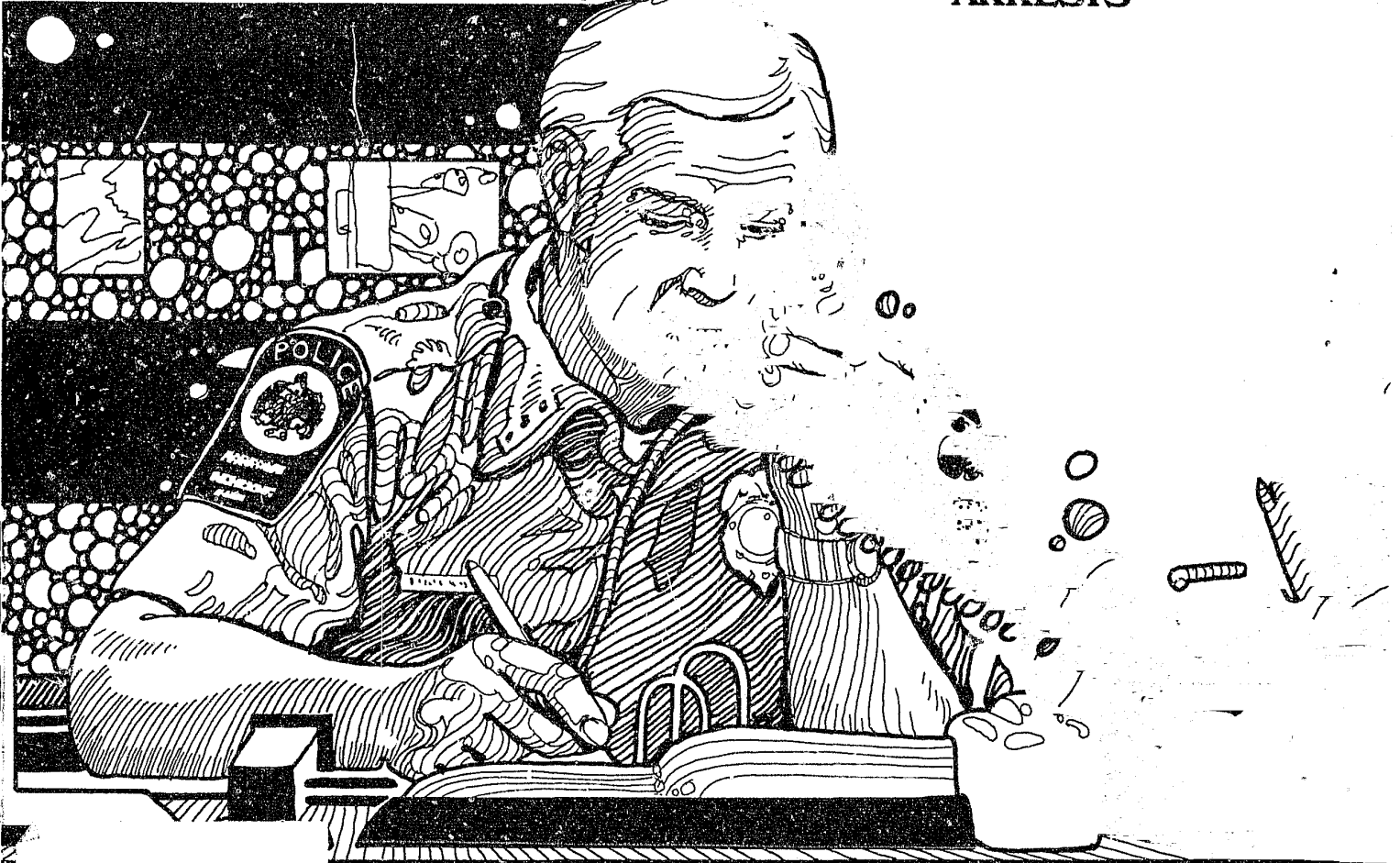


**POLICE  
MANAGEMENT  
TRAINING  
FACTORS  
INFLUENCING  
DWI  
ARRESTS**



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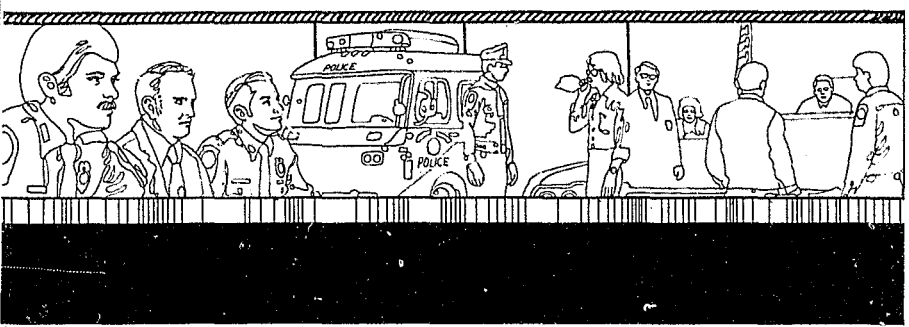
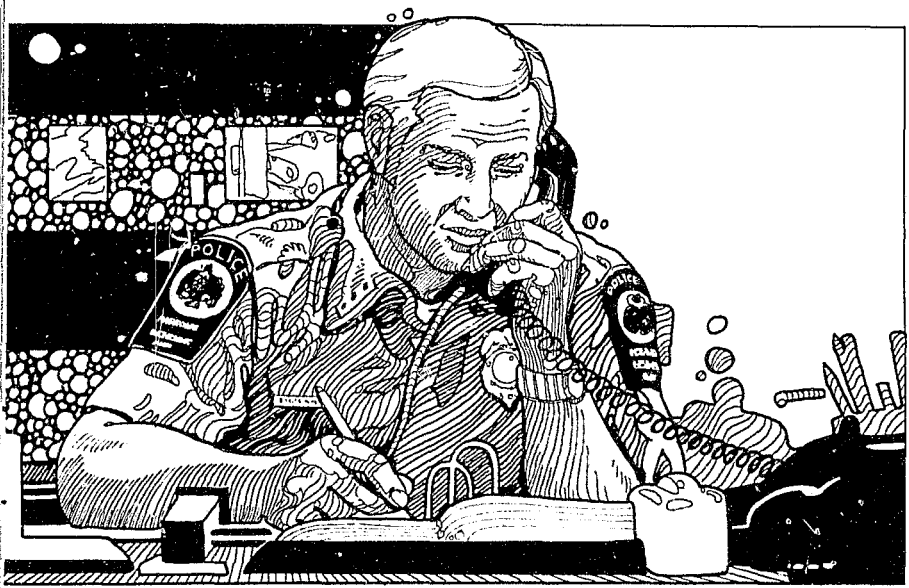
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**POLICE  
MANAGEMENT  
TRAINING  
FACTORS  
INFLUENCING  
DWI  
ARRESTS**

NCJRS  
OCT 2 1978  
ACQUISITIONS

**Planning Guide**



Department of Transportation  
National Highway Traffic Safety  
Administration  
October 1976

### Author's Note

While the original and official title of this project is as shown on the title page and cover, the phrase "driving while intoxicated" (or DWI) is replaced in much of the text with the phrase "alcohol-related offense" (or violation or arrest). Also, in place of "management" we have frequently used "command and supervisory personnel." The former change has been made to indicate that the scope encompasses all alcohol-related traffic violations even though other designations than DWI may be used. The second change is thought to be more explicitly descriptive of the audience to whom this training is directed.

## FOREWORD

The threat posed by the drinking driver to the lives and property of others, as well as to himself, continues at a tragically high rate. This rate is intolerable; alcohol-related automobile crashes must be reduced. The Department of Transportation (DOT) is carrying out a multifaceted integrated program to achieve such a reduction.

Among the several projects supported by DOT were two studies of the factors that influence a police officer's discretion in arrests for alcohol-related traffic violations. In the chain of events, from detecting a suspect until the suspect is arrested, cited, or released, there are decision points at which the investigating officer can elect to proceed with a driving-while-intoxicated (DWI) arrest or to arrest or cite the suspect on a lesser charge, or to release the suspect. The two studies sampled a wide range of police organizations and, using survey as well as interview techniques, identified several factors which do influence the police officer's decision (either positively or negatively) to make an arrest. One of these studies was confined to jurisdictions in which Alcohol Safety Action Programs (ASAP) had been established, and the second study was concerned with non-ASAP areas. The ultimate value of these studies is that the results help to identify specific actions that capitalize on the influencing factors to produce a higher rate of DWI enforcement.

One such action is the training of police command and supervisory personnel. In general, this training would be of two types: First, training to impart knowledge of the factors that influence police officer decisions and, second, training in how command and supervisory functions can be conducted to capitalize on these factors.

This document is a Planning Guide for such a management training program. It contains a course outline as well as administrative guidance for the initiation and conduct of the course. Both content and form of presentation have been designed in the form of a workshop. The intent is to motivate student involvement and thereby enhance learning and retention. Also, the content must be related to each student's own situation and this too is facilitated by the workshop approach. A few of the lesson units are presented in a more traditional classroom fashion, but even these are designed to encourage direct, active student participation.

Two other documents complete this training package:

- Workshop Leader Outline

This document is intended for the workshop leader (or instructor) who will actually present the workshop. This document presents the objectives of the entire training course and the objectives of each unit (or lecture). The content of each unit is described and applicable references or sources are identified.

- Participant Manual

This document is an overall guide to the content of the workshop. The term "participant" is used rather than "student" to emphasize the active involvement expected of each attendee. The manual is intended to give the participant an understanding of what the workshop can be expected to do for him and, in turn, it describes what is expected of him by way of preparation and participation. This is not a textbook, but it does contain some content materials as well as references to all basic source material. It is designed to be used for preparation prior to the workshop, as well as during the actual session.

All of the documents of this course provide for the addition of material specific to the needs of the department providing the training. This allows the workshop to be presented in a way that is fully responsive to the needs of each department.

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## ACKNOWLEDGMENTS

This training material was developed for the National Highway Traffic Safety Administration by Dunlap and Associates, Inc., of Darien, Connecticut. Mr. Edward W. Bishop of the Dunlap staff was the author. However, there are many persons who contributed directly or who gave guidance that helped shape the format and content of this training package; their assistance and support is gratefully acknowledged.

- . Mr. Cecil B. Arnold was the NHTSA Contract Technical Manager for this package and provided able direction and advice from the conceptual stage through the final production. His help in evaluating the trial presentations of this training was especially valuable.
- . Mr. Richard R. Frederick, of NHTSA, was the Technical Specialist for this package and provided a unique contribution. His police experience both as an officer and an instructor helped greatly to make this a practical and workable training package. His special concern for the DWI problem helped to make clear the specific objectives to be addressed.
- . Mr. John F. Oates, Jr., of the Dunlap staff and Mr. Floyd H. Holmes of Arthur Young & Co., Washington, D. C., were consultants to this program. These men were the principal investigators in the two survey studies on which this training is based. Their thorough knowledge of those studies facilitated the translation to a training package. They also provided capable support in the trial presentations.
- . This training package was put through three trial presentations during its development, and the people who helped arrange and conduct these presentations gave invaluable support in their critical reviews and practical advice. These people are listed below:



Connecticut Municipal Police Training  
Council

Richard M. Hannon, Executive  
Director  
Frederic C. Morton, Instructor

New Hampshire Police Standards and  
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Arthur D. Kehas, Director  
Earl M. Sweeney, Field Repre-  
sentative  
Clarence Jeffery, Instructor  
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Alcohol Abuse)

Northwestern University, Traffic  
Institute

Russell J. Arend, Director of  
Training  
Richard E. Stephens, Instructor  
Stephen S. Caruso, Instructor

Finally, the assistance of the Dunlap staff in the preparation of this package must be acknowledged. In particular, the craftsmanship and careful attention to detail brought to this program by Miss Frances Kowaleski have helped produce an accurate, highly usable training package.



## I. INTRODUCTION TO PLANNING GUIDE

The purpose of this guide is to inform police administrators, or others responsible for the initiation and conduct of training, of the content of the workshop, as well as the requirements for its presentation. It is expected that this guide will be used by the administrator to tailor the workshop to his specific needs, to recruit a workshop leader and special instructors, and to recruit participants.

It must be emphasized that this document is intended for use by the administrator. It should not be used by the workshop leader or other instructors as a presentation guide, nor should it be used as a participant's manual. Instructor and participant needs are met by the two other documents that make up the balance of this workshop package.

The administrator should first examine the objectives of the workshop and the outline of presentation to determine that this workshop does, in fact, meet his training needs. At the same time, he should determine what additional information or input he will be required to provide.

Next, the administrator should examine the requirements for participants to determine that the personnel he expects to apply--or be recruited--do have the required qualifications. The administrator should have the authority to review or control enrollment either to achieve homogeneity (of such factors as rank or department size) or to combine persons of different backgrounds in some meaningful way. Section V-B, Page 32, dealing with the requirements for participants, provides more specific guidance for the administrator in both of these tasks.

The administrator should then determine that a qualified workshop leader and appropriate assistant instructors are available. Finally, he should examine the facility and resource requirements.

Another preparatory activity the training administrator may have to undertake is to convince his superiors of the value and relevance of this course to the department and to convince them of his group's capability to carry out the workshop successfully. This "selling" activity can be facilitated by using this Planning Guide as a source document for briefing management on content and method.

The content as well as the sequence of administrator activities are reflected in the remainder of this document which consists of five major parts presented in the following order:

- . Summary of research on factors influencing A-R arrests
- . Workshop objectives
- . Workshop content
- . Participant requirements
- . Workshop leader (instructor) requirements
- . Resource and facility requirements

## II. SUMMARY OF RESEARCH ON FACTORS INFLUENCING ALCOHOL-RELATED ARRESTS

It is noted in the Foreword to this Planning Guide that the need for police management training in factors influencing alcohol-related arrests arises from earlier research directed at identification of these factors.\* This section of the guide presents a brief resume of the studies' results from which derive the specific training objectives of this workshop. This summary is a sufficient basis for the administrative functions served by the guide. The training administrator should not need any more detail, but, if desired, copies of these reports may be obtained as indicated in the footnote.

The two studies were conducted by different research teams, yet were similar in approach and technique. Both studies had the same objective which was to identify the factors that influence a police officer's decision to arrest in an alcohol-related traffic offense such as DWI or DUIL. One study was concerned only with ASAP areas, while the other study was concerned only with non-ASAP areas. Overall, there is no evidence, in the results, of any significant differences between ASAP and non-ASAP officers with regard to their attitudes concerning alcohol-related arrests or to the factors that influence their decision about making such an arrest. There is a higher arrest rate among ASAP officers, however, by virtue of their specialized assignment.

In spite of the similarity of approach and the finding that there are no differences between ASAP and non-ASAP, it is difficult to combine the detailed results because of the differences in such things as the statistical designs and the formats of the two studies. Therefore, it is best to let each study speak for itself before attempting to develop generalizations. Table I consists of two parts; these are excerpts from each study that summarize the results in the author's own words. Even a cursory examination of these summaries shows the substantial agreement between the two results.

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\*Factors Influencing Arrests for Alcohol-related Traffic Violations, Final Report. Prepared by Dunlap and Associates, Inc., Darien, Connecticut 06820, for the U.S. Department of Transportation, NHTSA, September 1974 (available from NTIS, #PB-237004).

Factors Influencing Alcohol Safety Action Project Police Officers' DWI Arrests, Final Report. Prepared by Arthur Young & Company, Washington, D. C. 20036, for the U.S. Department of Transportation, NHTSA, 29 April 1974 (available from NTIS, #PB-232538).

Table I(a).

Factors Influencing the Alcohol-Related Arrest Decision,  
Non-ASAP Areas  
(table adapted from the study report)

A. Factors Relating to the Officer's Background

- . The officer's age and experience.
- . His personal use of alcohol.
- . His awareness of the relationship between alcohol and intoxication.
- . The extent of training he has received for A/R enforcement.
- . His duty assignment, in particular his assignment relative to traffic law enforcement.
- . His educational status.

B. Factors Relating to the Officer's General Attitude toward A/R Violations

- . The officer's perception of the A/R problem.
- . His attitude toward A/R offenders.
- . His perception of the suitability of A/R penalties.
- . His attitude toward alternatives to A/R arrest.

C. Factors Specific to a Given Incident

- . The time of day, and time remaining in the duty tour.
- . The suspect's degree of intoxication.
- . The weather conditions.
- . The suspect's attitude.
- . The suspect's age, sex, and race.
- . Accident involvement in the incident.
- . Involvement of other traffic violations in the incident.
- . The suspect's position in the community.

D. Factors Relating to the Local Environment

- . Court disposition of A/R cases.
- . Departmental policy concerning A/R enforcement.
- . The magnitude of other law enforcement problems encountered.
- . A/R arrest processing procedures.

Table I(b).  
 Factors Influencing the Alcohol-Related Arrest Decision,  
 ASAP Areas  
 (table adapted from the study report)

- A. Personal Factors
  - . Officer's age and experience
  - . Officer's drinking habits (18%)
  - . Attitude toward drunk drivers (60%)
  - . Attitude toward punishment of DWI violators (27%)
  - . Attitude toward deterrent value of enforcement (61%)
  - . Extent and nature of DWI training
  - . Attitude toward specialized DWI enforcement (59%)
  - . Experience in traffic accident investigation (75%)
  - . Officer's self-confidence
- B. Driver-Related Factors
  - . Attitude of the driver (55%)
  - . Political or social status of the driver (27%)
  - . The suspect's age
  - . The suspect's sex (19%)
  - . The nature of the suspect's drinking problem (34%)
  - . Presence of a sober licensed driver in the car (45%)
  - . The nearness of the driver's residence (38%)
  - . The suspect's "story" or rationale for intoxication
- C. Operational Factors
  - . The nature of the suspect's driving (78%)
  - . The degree of intoxication (65%)
  - . The time required to process DWI arrests (26%)
  - . The nature of DWI processing procedures (32%)
  - . The fact the officer has made a prior DWI arrest during the duty shift (17%)
  - . The time remaining in the officer's duty shift (33%)
  - . The frequency of court appearances (21%)
  - . The effect of unusual working hours
  - . The use of one- or two-man patrol cars
  - . The area to which the officer is assigned
  - . The patrol techniques used by the officer
  - . The voluntary nature of assignment to specialized patrol
  - . Competition between officers
  - . The relationship of the officer to special program administrators
  - . The nature of available equipment and facilities
  - . The nature of community social conditions
- D. Departmental Factors
  - . The level of officer morale (55%)
  - . The attitude of other officers (18%)
  - . The existence of performance standards
  - . The policy of the officer's supervisor
  - . The policy of the department
  - . The nature of the police agency
  - . The quality of the officer's supervisor
  - . The feeling of isolation from the remainder of the department
- E. Outside Influences
  - . Court support for DWI enforcement (37%)
  - . The officer's faith in court justice (21%)
  - . The support of the local prosecutor (30%)
  - . Community attitudes and support (29%)
  - . The legality of specialized programs
  - . The weather conditions

Several recommendations for actions to enhance alcohol-related enforcement were developed in each study. The actions are ones which must be taken by command or supervisory personnel to reinforce those attitudes and factors that will enhance enforcement and to counteract those attitudes and factors that tend to reduce enforcement. The detailed recommendations are presented in the reports of each study (referenced on Page 3) and are summarized in the workshop leader and participant handbooks that make up the rest of this training package. For the purposes of this Planning Guide, it is sufficient to enumerate the command and supervisory responsibilities that are affected by these actions and to summarize the recommended actions.

The affected command and supervisory responsibilities are those concerned with Policy, Operations (or Enforcement), Training and Communication. In this enumeration, each recommendation has been identified with the command and supervisory area in which it has the greatest impact. Obviously, any action by police management personnel relates in some measure to all four areas. For example, any training effort must be supported by a policy commitment and any management action must be communicated to the whole department. Thus, the following summaries of recommended actions are grouped as they are to show emphasis rather than absolute categorization:

- Policy

In general, there appears to be a poor enunciation of the department's position concerning alcohol-related enforcement. The ASAP programs each have specific, defined objectives. However, even in departments having an ASAP program, a lack of an alcohol-related policy was noted. Essentially, the need is for a policy that is formalized and unambiguously stated. In particular, two deficiencies were cited: the lack of a priority for alcohol-related enforcement, and the lack of specific parameters of enforcement performance. The officers generally expressed a desire for a forthright statement of policy, eliminating the need as well as the opportunity for interpretation by supervisory personnel.

- Operations

Within the operation of alcohol-related enforcement programs, there are several factors that influence, to a greater or lesser degree, the patrolman's decision to make an alcohol-related arrest. Some of the factors identified in the policy area relate quite directly to this "operations" area as well. For example, the officer's concern for performance standards and need for clear communication from



management and supervisory personnel directly affect actions that can be taken in alcohol-related enforcement. In this area there is concern about time-consuming processing procedures and courtroom appearances. In addition, the latter are often viewed as exercises in futility because of the possibility for reduced charges and sentencing for the alcohol-related violation; also, court procedures frequently are such as to require several appearances because of delays and continuances. Specialized assignments to alcohol-related enforcement appear to be a positive factor and duty-hours, whatever the assignment, can be arranged to help maximize enforcement. Overall, the actions to be taken in this area are ones that will reflect the department's priority for alcohol-related enforcement and communicate to the patrolman the importance of effective enforcement.

#### Training

The results of the studies indicate a widespread need for training in alcohol-related enforcement as well as in the basics of alcohol, intoxication and the nature and scope of the alcohol-related offense problem. The need for training in varying degrees extends throughout the whole police structure. There was identified a need for training at the command and supervisory levels, as well as at the patrolman level. There is a need for training patrolmen in overall knowledge of alcohol-related traffic violations, as well as in knowledge of special techniques of detection and investigation. Specialized training in the operation of breath-testing devices is a positive factor. The obvious recommendation to command and supervisory personnel is to provide such training. In addition, command and supervisory personnel have a responsibility for training at their levels, particularly with regard to the scope and nature of the alcohol-related enforcement problem. (This workshop is one part of the necessary command and supervisory training. It identifies specific actions to be taken by command and supervisory personnel, some of which may require even further training. For example, this workshop identifies the need for effective communication of department policy and objectives; in order for supervisory personnel to carry out this action, further specialized training may be appropriate.)

#### Communication

This area is an extremely broad one. As has been noted in the areas of policy and operations, there is a need for effective communication within the department. There is, in addition, a

need for the police organization to be in effective communication with the judicial system and with the community it serves. The judicial system, as a partner in the alcohol-related enforcement and adjudication process, is frequently cited as a factor in the officer's decision. Time required for court appearances, the delays and continuances and frequently the failure to convict all determine to some degree whether or not the officer will make an alcohol-related arrest. The need for communication is clear. Communication of the department's policy and objectives to the judicial system is essential for smooth and effective operation of the partnership. Similarly, the patrolman needs to acquire an understanding of the problems of alcohol-related adjudication, particularly the difficulties associated with establishing and supporting the evidentiary structure and the effects of possible penalties and rehabilitation programs. The factors that were identified in this area had to do with the process of communication, as well as with the need for specific lines of communication.

In summary, then, the research studies have identified attitudes and other factors that influence the patrolman's arrest decision in alcohol-related enforcement and have generated specific recommendations for command and supervisory actions to enhance enforcement. Information about the research, the factors and the recommended actions is the basic content of this workshop. In the next section of this Guide, this content has been translated into specific training objectives.

### III. WORKSHOP OBJECTIVES

Basically, the objective of this workshop is to present the factors and the recommended actions from the research studies. It is designed to help the participants evaluate the study results in terms of their own experience and the practices of their departments. The case-study permits a degree of practice in the application of the recommended management actions.

Because the studies identified a wide range of attitudes and factors, the recommended actions relate to virtually every command and supervisory function performed in a police organization. Complete training for such a wide range of command and supervisory actions obviously is not possible in a three day workshop. Therefore, while the training objectives that will be presented below reflect a great variety of knowledge and skills, it must be recognized that the objective is to attain the identified knowledge or skill to a level that might best be described as "an awareness of" or "familiarity with." For each objective of this workshop, there is a corollary which is to obtain further training and practice.

For the convenience of the reader in relating the results of the research studies to specific objectives of this workshop, the objectives have been grouped into the same major categories--policy, operations, training and communication--that were used in the previous section for grouping the recommended actions. These objectives can be considered as rather broad, encompassing training requirements. They are presented here just as they were derived from the results of the studies, to provide the reader with an overview of the workshop. In the next section of this guide, the specific units or lessons that make up the workshop are described.

#### 1. Policy

What is of concern here is the role of police command and supervisory personnel in the development and implementation of departmental policy. Obviously, the policy of a given department is not the sole prerogative of police management. Policy is developed and imposed by the governing political body, but police management does have a strong, direct

influence on policy development. More directly, police management affects policy by the way in which it is implemented and reflected in the operation of the department. Typically, policy statements offer a wide latitude to the administrators and supervisors in carrying out the intent. Management's perception of policy, including the relative importance of alcohol-related offenses, is reflected in the way in which a department is organized and staffed, as well as the way in which day-to-day operations are conducted.

The study results indicate that either there is no formal policy concerning alcohol-related offenses or that, if it does exist, it is reflected in the implementation in a way that, at best, gives the officers little or no guidance as to the importance of alcohol-related enforcement and, at worst, may encourage them to conclude that alcohol-related enforcement is of relatively low priority. A formal, explicit policy is a critical necessity for effective alcohol-related enforcement, and the department's commitment to this policy must be reflected in the implementation by administrators and supervisors.

The specific objectives of this workshop that evolve from these policy-related requirements are intended to identify and help develop the following knowledges and skills.

- a. Knowledge of adequate and effective alcohol-related policy, both general (theoretical) and department-specific.
- b. The ability to formulate an adequate and effective policy concerning alcohol-related offenses specific to one's own department.
- c. Knowledge of techniques of effective implementation and communication of policy.
- d. Knowledge of alcohol-related management information systems.
- e. The ability to use such systems to evaluate and adapt policy.

## 2. Operations

This broad area of management responsibility encompasses the day-to-day operation of the department and is for alcohol-related offenses particularly concerned with procedures, standards of performance and intradepartmental communication.

The study results indicate that first and foremost the operation of the department must reflect the priority which it assigns to alcohol-related offenses. The operation of the department must also facilitate alcohol-related enforcement, specifically with regard to the processing procedures (and time required) for DWI arrests. The use of specialized assignments and the establishment of duty hours should also reflect an awareness of the influences affecting alcohol-related arrests, as well as the department's concern for this enforcement.

The specific objectives in this area are concerned with producing the knowledges and skills listed below.

- a. Knowledge of effective alcohol-related enforcement plans and procedures.
- b. Ability to design operational plans to enhance alcohol-related enforcement, including specialized assignment and duty hours as well as specific procedures and performance standards.
- c. Ability to communicate operational plans and procedures effectively.
- d. Knowledge of alcohol-related management information systems.
- e. Ability to develop and use alcohol-related management information systems for operations control and evaluation.

### 3. Training

This area includes responsibility for training at all levels within the department and training in all aspects, including technical, administrative and background. This responsibility includes command and supervisory training as well as training of line personnel.

The fact that the patrolman does have the opportunity to exercise discretion in an alcohol-related arrest and the further fact that some of the factors that influence his discretion have not been readily apparent lead to the basic requirement for training. That requirement is, of course, for police personnel at all levels to be aware of the factors influencing alcohol-related arrests and, further, to be aware of the consequences of these influences on their job whether at the patrolman or higher level. In addition, the results indicate a need for specific training with regard to alcohol and intoxication, the impact of alcohol-related offenses on highway

safety, and of special techniques for alcohol-related detection and investigation, including the operation of breath-testing devices. In general, the study results indicate a direct, positive relationship between the amount of specialized alcohol-related training and the level of alcohol-related enforcement.

Specific workshop objectives in this area are concerned with the knowledges and skills listed below:

- a. Knowledge of the nature and effect of excessive drinking.
- b. Knowledge of the importance of alcohol-related offenses, both generally (national highway safety) and within one's own department or jurisdiction.
- c. Knowledge of police role in alcohol-related enforcement.
- d. Knowledge of the factors that influence a patrolman's alcohol-related arrest decision.
- e. Knowledge of the effects of these factors on each level in the department (officer, supervisory, command).
- f. Knowledge of specific programs or actions that will reinforce or will counteract these factors to enhance alcohol-related enforcement.
- g. Knowledge of specific alcohol-related training needs.
- h. The ability to provide effective training with regard to the factors, effects and remedial programs.
- i. The ability to evaluate training effectiveness with regard to alcohol-related enforcement.

#### 4. Communication

The management responsibility that is of concern here includes communication within the department as well as interaction between the department and other community organizations, including the general public. Of special interest to alcohol-related offenses is the interaction between the police department and the judicial organization.

Communication is an extremely broad term that denotes a process applied to many activities. The study results indicate that the process of communication can result in incomplete information, and thus poor understanding, and in some cases the process can actually affect the content of the information. An example of the former is the apparent lack of understanding or appreciation of court disposition of alcohol-related cases. The latter problem is illustrated by the apparent effect of supervisors' attitudes on policy statements.

The studies indicate that the officers' decision about an alcohol-related arrest is strongly affected by the disposition that is typically made of alcohol-related arrests. Specifically, it was reported that there is a generally negative effect on the arrest decision as a consequence of the fact that such arrests often result in negotiations, such that as many as 25% of the arrested suspects are not convicted on the alcohol-related charge. Also indicated in the results, with regard to community relations, is the need for police officials to be able to obtain public support for alcohol-related enforcement and to assure that there is equitable enforcement for all citizens. Police administrators and supervisors, therefore, are required to interact with these segments of the total community in a way that gives the police officer apparent support for his enforcement activities and, in a way, develops a community support of alcohol-related enforcement based on the significance of alcohol-related offenses, as well as a concept of reasonable and equal adjudication.

The objectives for this workshop that arise from this area relate to the knowledges and skills listed below:

- a. Knowledge of effective supervisory communication techniques.
- b. Knowledge of communication techniques appropriate to the several segments of the community.
- c. The ability to identify communication needs and problems.
- d. The ability to establish and maintain effective channels of communication to all segments of the community concerning the effect of alcohol-related offenses and the need for effective enforcement and adjudication.





#### IV. WORKSHOP CONTENT AND ORGANIZATION

##### A. Concept

The study results, which are the basis of this workshop, encompass virtually all command and supervisory activities. Since this workshop is intended to provide some training in the recommended actions, as well as simply to present results, there is a large body of information that qualifies as workshop content. However, since the audience to which this workshop is addressed consists of command and supervisory personnel, it is recognized that only a limited amount of time can be exclusively dedicated to training. In resolving these conflicting requirements, the workshop has evolved as an intensive, compact training session. The workshop has been designed to be conducted in three days. In that period of time, 19 hours are devoted to lecture-discussion and problem-solving sessions. In addition, both evenings are devoted to a controlled drinking demonstration in which the participants, themselves, will take part.

As will be seen in the schedule and outline of this workshop, all of the units are designed around a very active participation by the attendees. The reason for this is twofold: such participation facilitates the learning of the factual material while it also provides the means for the attendees to evaluate the material in the light of their own experience and relate it to their own community and environment. Of the 19 hours scheduled for this workshop, only five are devoted to lecture or "presentation" sessions. The remaining sessions all have explicit provision for attendee participation.

The controlled drinking demonstration scheduled for both evenings is a critical part of the workshop. One important finding of the research studies was that both patrolmen and their supervisors are poorly or incompletely informed about alcohol and intoxication and, in particular, about the amount of alcohol that must be consumed to achieve statutory limits of blood alcohol concentration. A controlled drinking demonstration has been proven to be a dramatic, effective means of imparting this knowledge. Such demonstrations are a part of training programs designed for

patrolmen and breath-examiner technicians in police organizations, as well as in training packages for traffic-court judges and prosecuting attorneys. The controlled drinking demonstration is also used in a training package designed for delivery to administrators of highway safety programs. The value of these sessions is that they provide, for both the drinking participant as well as the observer, a direct, visible, tangible display of the amount of alcohol consumed and the ability of the drinker to perform at various levels of blood-alcohol concentration. However, these demonstrations must be very carefully designed and controlled to insure that the training and demonstration objectives are not obscured. A later section of this Planning Guide is devoted to instructions and guidance for the conduct of a controlled drinking demonstration.

Even though the value of these demonstrations is extremely high, there can be situations in which it will be either impractical or impossible to conduct an actual drinking session. For those possibilities, this guide includes information about activities to be used in lieu of the actual demonstration.

Anyone involved in this workshop as administrator, instructor or student is urged to remember that this is a training program for management action; it is not training about alcohol-related offenses simply for information. It is training that will lead to appropriate action by command and supervisory personnel to insure maximum alcohol-related enforcement. The consequence of this is that involvement and participation are critical. Each attendee is expected to relate the content of this workshop to his own situation and, within the time available, to apply himself seriously to realistic case-study problems. In a later section of this guide there will be suggestions for the conduct of this workshop in a setting that will enhance the concentration of the attendees and encourage their direct and active involvement in the workshop.

A final comment on the concept of this workshop is that it has been designed for leadership by a thoroughly qualified, competent instructor. A later section of this guide enumerates the specific qualities expected of an instructor. While it may be possible in some circumstances to have the services of an expert available for certain parts of the workshop, it is strongly urged that the workshop leader have the background and capability described in this guide. The workshop, properly conducted, will focus on this workshop leader for direction, as well as for information. In this kind of training situation, the impact of the leader or instructor is tremendous. A leader whose knowledge is shallow or uncertain will transmit these deficiencies to the attendees. There is simply not time enough

to seek out other sources of information during the workshop. Also, the instructor in his role of discussion leader must be able to help the attendees use the information in relation to their own experience and in the problem-solving sessions which, of course, requires a thorough understanding of the content.

The next section contains an outline of the workshop arranged as a schedule. This will give the reader an overview of the specific topics included in the workshop and will also serve to introduce the following section of the guide which is a presentation of the specific training objectives of each of the eighteen units that make up the workshop.

#### B. Workshop Outline and Schedule

The following schedule of the workshop shows the sequence of the units, the allocation of time and, very briefly, the content of the units. The schedule and the allocation of time are important considerations. The units have been scheduled to provide a logical relationship and progression from one to the other. The allocation of time has been carefully analyzed to provide an adequate amount of time for each topic and yet allow for completion in the overall period. In order to preserve the integrity of the workshop and insure complete presentation, it is strongly urged that the schedule as presented here be followed. Any division of the workshop into smaller units that would be more desirable from a logistics point of view will only detract from the training effectiveness of the workshop. The continuous study and application of the material through its meaningful completion is a significant means of achieving the overall objectives of this workshop.

In Appendix A it is suggested that the training and practice that are identified in this workshop can be extended through a program in an institution such as a community college. This expansion and extension of the workshop, however, does not imply that the three day session should be altered. If the extended program is to be considered, this workshop would serve as the introduction to the program and would be given as described here in the following sequence and schedule.

WORKSHOP ON FACTORS INFLUENCING  
DWI ARRESTS

Day One

0900-0930 Unit 1. Workshop Introduction

The purpose of this unit is to introduce the attendees to the workshop leader and each other, and to describe the techniques that will be used during the workshop. Any administrative matters should be accomplished in this time period.

0930-1030 Unit 2. Exercise to Identify Factors in Simulated Alcohol-related Violations

Using scenarios of hypothetical, but realistic, alcohol-related traffic offenses, the participants are asked to state whether or not an arrest would be made in each scenario and to identify the factors that led them to their conclusion. This unit serves to introduce the research results by leading the participants to think and talk about factors that could influence a patrolman's decision.

1030-1045 Unit 3. Research Studies of Factors--Background

This unit describes how patrolmen were surveyed to identify factors that influence their arrest decisions. This unit includes a brief summary of the approach used in each of the two basic studies, and a brief description of the survey activities.

1045-1200 Unit 4. Factors Associated with Officers' Attributes and Attitude

This unit summarizes factors, such as the officers' age, length of service, and drinking habits, as they relate to the arrest decision in an alcohol-related traffic offense.

1200-1300 Lunch

1300-1400 Unit 5. Factors Associated with the Local Environment and the Specific Incident

This unit presents those factors that are found in the local environment of the patrolman, such as department policy, court procedure and arrest processing time, as well as those factors that are found in the incident, itself, such as the age or sex of the driver, the weather conditions, and the time of day.

1400-1500 Unit 6. Recommendations for Command or Supervisory Actions

This unit summarizes the recommendations that were developed in the research studies for specific actions to be taken by command and supervisory personnel. The actions concern the major management areas of policy, operations, training and communication. This unit provides an overview of the set of recommendations, each of which is treated in more detail in subsequent units.

1500-1600 Unit 7. Alcohol-related Offenses and Enforcement

This unit includes a brief presentation and a direct discussion about the significance of alcohol-related offenses, the total process of enforcement (with particular emphasis on the role of police in enforcement) and information about legal limits of intoxication. Local applications or local considerations can be incorporated here and emphasized.

1600-2200 Unit 8. Controlled Drinking Demonstration

In this unit, volunteers from among the participants drink controlled amounts of alcohol and are then given BAC analyses and are asked to perform some psychomotor tests. Drinking and testing continue under controlled conditions until at least some of the volunteers have reached or exceeded a legal limit. During the early part of this evening session, there will be a presentation and

discussion of the nature and effects of alcohol. Alternative activities are described for the possibility that a demonstration could not be performed. (If necessary, half of the group can take part in this session, and half in a second session the next evening.)

1630-1800    Unit 9.    Nature and Effect of Alcohol Intoxication

This unit includes information about the chemistry of alcohol, the physiology of intoxication, the relationship between BAC and performance, as well as a description of the symptoms of inebriation. This unit is a brief presentation of all these topics but emphasizes those which the studies of factors influencing alcohol-related arrests have shown to be important. (This unit is presented during the Drinking Demonstration - Unit 8.)

# WORKSHOP ON FACTORS INFLUENCING

## DWI ARRESTS

(continued)

### Day Two

0900-1000    Unit 10.    Review of Controlled Drinking Demonstration

This unit is a relatively unstructured discussion of the previous evening's demonstration. If videotapes have been made, they will be shown at this time, and any test scores including handwriting samples collected in the demonstration will be examined. The objective of the review is to reinforce the demonstration of performance changes and associated BAC level.

If a controlled drinking demonstration has not been scheduled, this unit can be devoted to a film or to a discussion of the previous day's activities.

1000-1100    Unit 11.    Policy-related Factors and Recommendations

This unit begins with a summary of the factors and related recommendations from the research studies in the area of departmental policy. It is followed by a discussion in which each of the participants relates the traffic material to his own experience and his department policies and practices.

1100-1200    Unit 12.    Case Study--Introduction and Policy-related Activity

This unit is the first of four devoted to group problem-solving, based on a fictional but realistic case study. In each of four units, information about the fictional study is presented, beginning with a sequence of events that led to a demand for a more effective alcohol-related program. In each unit the participants are asked to identify factors in the narrative and to develop, in as much detail as possible within the time allowed, appropriate command and supervisory actions based on the results of the study in the topic area, as well as on their own

experience. In this unit the participants are expected to develop some ideas about appropriate departmental policy.

1200-1300 Lunch

1300-1400 Unit 12. (continued)

1400-1500 Unit 13. Operations-related Factors and Recommendations

This unit summarizes the operations-related factors and recommendations and provides for discussion. It is in the same format as Unit 11.

1500-1630 Unit 14. Case Study (continued)--Operations-related Activity

This unit is the second of the case-study units. The participants will develop their ideas about policy implementation as expressed in an operations plan.

1630-2200 Unit 15. Second Controlled Drinking Demonstration

If needed, the demonstration can be repeated. Unit 8 is followed except that the nature and effects of intoxication need not be repeated. A film can be shown or the time made available for open discussion.



WORKSHOP ON FACTORS INFLUENCING  
DWI ARRESTS

(continued)

Day Three

- 0900-1000 Unit 16. Review of Second Controlled Drinking Demonstration
- Unit 10 is repeated here if a second drinking session was scheduled for the previous night. If this is not needed, all of the following units are presented one hour earlier than indicated.
- 1000-1100 Unit 17. Training-related Factors and Recommendations
- This unit summarizes the training-related factors and recommendations and provides for discussion. It is the same format as Unit 11.
- 1100-1200 Unit 18. Case Study (continued)--Training-related Activity
- This unit is the third of the case-study units. The participants will identify training needs from the case-study narrative.
- 1200-1300 Lunch
- 1300-1400 Unit 19. Communication-related Factors and Recommendations
- This unit summarizes the communication-related factors and recommendations and provides for discussion. It is in the same format as Unit 11.
- 1400-1500 Unit 20. Case Study (continued)--Communication-related Activity
- This unit is the fourth and final case-study unit. The participants will identify communication needs from the case-study narrative.

1500-1600

### Workshop Summary

In this unit the salient points of the 3-day session are summarized by the workshop leader. The format and depth of this summary are left to the discretion of each leader. Following the summary, if it is desired, a brief time can be devoted to obtaining participant reaction or critique of the workshop.

## C. Controlled Drinking Demonstration

### 1. Background

In order for the training administrator to make informed decisions and to plan effectively for this demonstration, he must have a full understanding of all that is involved in conducting one of these sessions. That is the reason for this special section of the guide.

First, it must be appreciated that a controlled demonstration is an effective, valuable means for establishing a clear understanding of the relationship among alcohol ingestion, blood alcohol concentration, and performance. It would appear that blood alcohol concentration or BAC, which is expressed as a percent of alcohol by weight in a given volume of blood, is a difficult concept for many people to relate to either the amount of alcohol consumed or to resultant behavior. For example, in the research that underlies this workshop, it was found that fewer than one out of five patrolmen could accurately estimate the amount of alcohol that would be required to bring their own BAC to the legal, presumptive limit. An actual demonstration would obviously dramatize that relationship.

In virtually all of the alcohol-related training developed by NHTSA, a demonstration has been used. The ability of these sessions to illuminate the BAC/alcohol relationship and to impress that relationship on the trainees is well documented. There is a practically unanimous endorsement by instructors as well as trainees.

Another research finding is that many officers hold the view that the legal limit of .10% is low and that persons with that BAC are "not very drunk." Here again, a demonstration of the decrement in behavior or performance as BAC increases is an effective teaching tool. Users have also attested to this advantage of controlled drinking demonstrations.

The training administrator must view these undeniable advantages against the difficulties of achieving them. It will be helpful, first of all, to list the difficulties or possible disadvantages:

- a. Even a well run demonstration is a time-consuming session (at least four hours) and could result in residual effects--hangover and fatigue--that may detract from subsequent training.
- b. The health and safety of the participants is always a consideration and might be particularly of concern in this workshop as it is addressed to command and supervisory personnel who are likely to be middle-aged or older.

- c. A session involving drinking could, without adequate control, easily become a strictly socializing time.
- d. Some drinkers develop undesirable behavior--moody, aggressive, etc.--which, if not controlled or countered, could completely disrupt the session.
- e. These sessions require special equipment and facilities that are often not available in traditional police training facilities.
- f. Food intake must be controlled to provide for reasonably predictable and controllable alcohol absorption into the blood. This may be difficult to enforce in this workshop, addressed as it is to management-level personnel.
- g. If the training site does not include living quarters, special provision must be made to transport drinking participants to their living quarters.

Perhaps the most practical way of helping the training administrator to develop an appropriate schedule and plan is to describe a model demonstration that adequately accounts for the potential difficulties. The following outline is of such a model which, if feasible, can be used directly. However, local adaptation can be made, following the guidance contained in this section.

## 2. Model of Controlled Drinking Demonstration

### Facts and Assumptions

- 1. The workshop enrollment will not be greater than twenty.
- 2. As part of registration, each participant will be required to certify his medical and psychological fitness to drink if he wishes to volunteer.
- 3. A physician should be in attendance, but this may be waived if the administrator is satisfied with the certification required in the above paragraph.
- 4. Drinking will be voluntary and anyone may terminate at any time. The leader must insure that neither the workshop staff nor the attendees exert any pressure on an attendee to volunteer to drink or to continue drinking if he wishes to

stop. To do otherwise can lead to possible endangerment of the volunteer's health or to the discomfort and unpleasantness of passing-out, vomiting, etc.

5. No firearms are to be allowed (either staff or attendee) in the demonstration room or in the dining room during the meal scheduled at 2030.
6. No more than half of the participants will drink.

(Note: While it would be desirable for all participants to drink, the need for effective control, and possibly for transportation of the drinkers, makes this limit almost mandatory.)

7. No food will be consumed for three hours prior to the demonstration to allow for more rapid and predictable alcohol absorption.
8. In addition to the workshop leader, one technician qualified to operate each breath-testing device and an instructor to help with control of drinks and the performance tests will be required. If the enrollment is large, a second assistant will be helpful.

#### Schedule

1. On the first day, lunch can be scheduled either for 1200-1300 or 1300-1400. If the latter, then Unit 6 would be presented from 1200-1300. In either event, the attendees should be provided\* or encouraged to obtain a "heavy" lunch, since the demonstration will begin at the close of the workshop day and no meal will be taken until about 2030.
2. At the conclusion of the demonstration (about 2030), a light meal should be provided, or it should be convenient to obtain such a meal.

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\*This workshop is ideally presented at a relatively isolated location with the participants living together for the whole time. If this is the case, the meal arrangements for this day are easily made. Even if the workshop is not done on a "live-in" basis, the possibility of providing the lunch and dinner on this day on a group basis should be considered. Group meals would greatly facilitate the controlled drinking demonstration.

3. When Unit 7 is completed on Day One, the staff and attendees will begin immediately to prepare for the demonstration. The exact schedule is given below. Detailed procedures for each part of the demonstration are contained in the Workshop Leader's Outline.

1600-1630 Indoctrination

- . Schedule and instructions
- . All attendees perform tests for "baseline" record
- . Weigh volunteers and calculate alcohol needed to attain .10 BAC

1700-1730 Volunteers ingest first drink (50-60% of total alcohol)

1730-1735 No drinking--volunteers may elect to stop

1735-1745 Ingest second drink (20-25%)

1745-1750 No drinking--volunteers may elect to stop

1750-1800 Ingest third (final) drink (20-25%)

In the period 1700-1800, the Workshop Leader will present Unit 9. The assistant instructors will prepare and serve the drinks.

1800-1830 Rest period

- . No drinking
- . Further discussion of Unit 9
- . Staff prepares to measure BAC and readies space for performance tests

1830-1900 Measure BAC\*  
(and begin performance tests)

1900-2000 Performance testing

2000-2030 Review and discussion

2030- Dinner

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\*Careful scheduling is required to obtain measures of each volunteer's peak BAC. The Workshop Leader's Outline contains guidance for such scheduling.

At the conclusion of the discussion period, transportation must be provided for the volunteers if dinner is not served in the training facility. No volunteer should be allowed to drive after the demonstration, even though the BAC can be expected to be below the legal presumptive limit by dinner-time.

### 3. Performance Testing

The objective of performance testing in the demonstration is, of course, to illustrate changes in performance associated with elevated BAC levels. A driving simulator provides an excellent test which is obviously related to the purpose of this workshop. However, such devices are not readily available. Other studies have shown that visual reaction time is a good measure of performance for these demonstrations. The task--responding to a visual signal--is a realistic one for the driving situation. Also, speed of reaction is an important criterion for good driving. Finally, reaction time is a reliable indicator; it increases with alcohol intake for virtually all people.

It is possible to construct a reaction time device locally or to buy one from available sources at a reasonable price. (See Appendix B.) For training facilities having access to a college psychology department, it might be possible to borrow such a device as it is commonly used in psychological experiments.

In addition to reaction time, it is suggested that roadside sobriety tests in use in the local area be incorporated into the demonstration. Not only will changes in performance be apparent, but the relative efficiency of these tests can be assessed. The Workshop Leader's Outline gives some further guidance for selecting and conducting these tests.

### 4. Special Considerations

Some considerations in planning the controlled drinking demonstration merit special emphasis for the health, safety and comfort of the volunteers. The following list recapitulates these:

- a. Adequate and comfortable rooms including toilet facilities must be provided.
- b. Stairways, crowded access routes, unstable furniture and dangerously sharp protrusions on furniture or fixtures must be avoided.
- c. It is desirable to have a physician present.
- d. No attempt to coerce volunteers can be allowed.

- e. No firearms are allowed in the demonstration area.
- f. No volunteer can be allowed to drive after drinking.

#### 5. Review and Critique

For the training administrator there is little special planning for the critique of the controlled drinking demonstration. However, if the training facility includes a videotaping unit, the administrator should plan to make it available to record the demonstration for review and discussion.

#### 6. Alternative Activities

Despite the advantages of the demonstration as a training technique, some administrators may find it impossible to schedule this activity. For instance, some jurisdictions may forbid the use of alcohol on the training premises and other facilities may not be available. In such an event, the evening session should be devoted solely to Unit 9. Unit 10 scheduled for review of the demonstration would then be devoted to a film about alcohol-related offenses. Appendix B lists some representative films and sources. However, the administrator should feel free to use any film or videotape which he feels is locally relevant, including tapes of actual cases if available.



## V. WORKSHOP LEADER AND PARTICIPANT REQUIREMENTS

### A. Workshop Leader Requirements

It is important that this workshop be under the overall cognizance of a senior police training officer. Much of the content concerns specialized police activities, such as patrol, arrest and booking procedures, and specialized enforcement programs. An experienced police officer can be expected to have better knowledge of such activities than an instructor from outside the police community. In addition, the credibility of the workshop is greatly enhanced if the leader is recognized as a skilled, experienced policeman. Also, it would be highly desirable that the workshop leader be experienced in both training and operations, for alcohol-related enforcement. Since the attendees will be command and supervisory personnel, it is suggested that an instructor at the level of lieutenant or higher might be most effective.

Whatever basic police skills the workshop leader possesses, two characteristics are absolutely essential for the effective conduct of this workshop. The first is that the leader must become thoroughly conversant with results of both of the studies that underlie this workshop. The reports of these studies are listed as basic references in the Workshop Leader's Outline, and in that outline the leader is directed to obtain these reports, study them in total as background, and then to use sections of them in specified units of the workshop.

The second, unalterable requirement for the workshop leader is that he must be skilled and experienced in leading group discussion or seminars. In this activity the workshop leader must be able to keep the objective of a given session in clear focus for each participant. He must be able to elicit and encourage discussion relevant to each of the objectives, and be able to avert any tangential or nonrelated discussion. Also, in group discussion, the leader must be able to direct, but not dominate, the discussion of the participants.

It is difficult, in the absence of direct experience, to determine whether or not a given instructor has these characteristics, particularly the ability to control group discussion effectively. It can be expected that the sponsoring agency would have available some number of potential leaders whose experience as instructors and police officers is known to the agency. If the sponsoring agency is doubtful about the capabilities of a given instructor, it is not unreasonable to consider a test situation in which a candidate instructor is asked to conduct a unit of this workshop on a trial basis with a sample group that might represent the intended

audience for this workshop. In this way, a practical evaluation of the skills of the instructor can be made.

The need for strong and effective leadership of discussions cannot be overemphasized. The workshop is intended to make the content relevant to local needs and problems by means of these discussions. Therefore, the discussion sessions are critically essential to the objectives of the workshop. It is also extremely important for the "image" or the credibility of this workshop that the discussion sessions, as well as the lecture sessions, be extremely efficient. If in any presentation the workshop earns the reputation of being loosely organized or wandering, the credibility of any subsequent sessions is greatly weakened.

It has been suggested in this planning guide that specialists in perhaps training, police policy, or specialized enforcement might be used to supplement sections of the workshop. There is a great deal of merit in the use of such specialists, to provide the best information available about the given specialty. However, it has been noted and must be strongly emphasized here that the workshop is intended to provide information applicable to alcohol-related enforcement. The specialist, therefore, must be completely conversant in this area generally and in particular must be knowledgeable of the two underlying studies. The training administrator who will be responsible for initiating this workshop must evaluate for himself the relative merit of specialist vs. single workshop leader. It is strongly suggested that, if there are limited resources for the preparation of this workshop, the sponsoring agency concentrate on the selection and training of one competent workshop leader to conduct all of the sessions rather than divide preparation time and resources among a leader and, perhaps, two or three specialists.

#### B. Participant Requirements

Basically, the requirement for participants in this workshop is simply that they have supervisory or management responsibilities in a police organization. There are, in addition, some special requirements for this workshop that the agency responsible for planning should be aware of. Since the workshop is highly specialized in the area of alcohol-related offenses and enforcement, the participants obviously should have responsibilities in the traffic area and, preferably, be directly concerned with alcohol-related enforcement. Police managers with other responsibilities may well be interested in the topic of this workshop, yet not be sufficiently motivated to participate as thoroughly as would the manager concerned with traffic and alcohol-related enforcement.

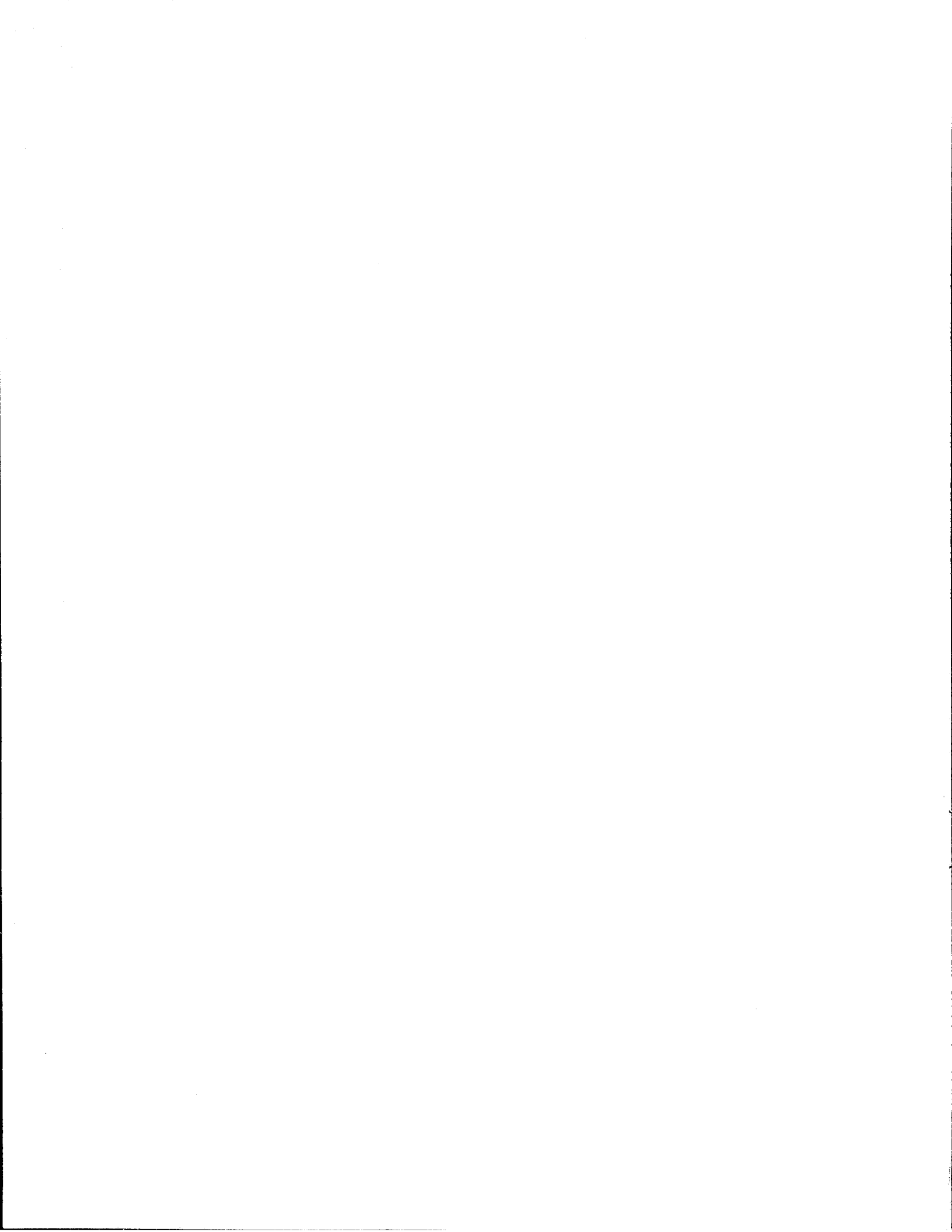
It is noted frequently throughout this guide that the scope of the workshop is extensive. There is a great diversity and amount of material encompassed within the three days of presentations. It is not reasonable,

then, to expect completely naive or unprepared attendees to absorb all of this material solely through the workshop. Therefore, the participants will be expected to have had some background in alcohol-related enforcement, as well as an awareness, at least, of the alcohol-related offense and highway safety. Some background is provided by the Participant's Guide which is designed for use by the participant prior to his attendance at the workshop. This guide, along with the suggested readings, will help prepare the participants to benefit fully from this workshop by allowing them to concentrate on the application and the suggested action items that are the ultimate product of this workshop.

The administrator who is responsible for enrollment will be well advised to consider carefully the mix of levels and departments that will be included. The workshop is intended for all command and supervisory levels in any size or type of department. However, it is obvious that in any one session the participant characteristics will affect the way the workshop is managed and can affect the quality (or at least the perceived quality) of the whole three day meeting.

There are no hard and fast rules that the administrator can apply to produce the most effective mix of attendees. The skilled administrator with his knowledge of local personnel and departments will undoubtedly be able to assemble a congenial, effective group for each presentation. However, three observations might be useful to the reader:

1. In the drinking demonstration, too wide a difference in grades could lead to embarrassment or may inhibit some attendees from volunteering to drink.
2. It would appear to facilitate the discussion if the attendees are of comparable grade levels when they represent departments of widely varied size or jurisdictions. In other words, two sergeants--one from a small force and one from a large--might work better together than a chief from a large department and a sergeant from a small one.
3. If attendance is to be from one department or two of comparable size and jurisdiction, it would be advisable to have representation over several grades.



## VI. WORKSHOP PLANNING CONSIDERATIONS

### A. Enrollment

Enrollment for this workshop should be limited to between 10 and 15 attendees and not exceed 20. This size is critical since the bulk of the material presented in the workshop is by means of discussion and direct participation. The size of the workshop must be sufficient to generate a variety of opinion and allow for adequate input to the discussion and yet be small enough that the discussion mode of presentation can be used effectively. The suggested size is based on experience with similar workshop and seminar-type training programs.

It is strongly recommended that enrollment for this workshop be carried out in advance of the workshop, itself. Enrollment, as well as all other administrative matters, should be arranged to avoid any interference with the workshop. The Participant Manual should be sent to each participant as soon as he is enrolled.

### B. Facilities and Resources

Except for the demonstration period (see Page 29), there are no special requirements for facilities or resources within this workshop. The basic requirement is for a comfortable, adequate-sized meeting room for the workshop, and a similarly comfortable room with the other resources needed for the demonstration.

However, because this is a very intensive course, it would be helpful if it were given in an isolated setting. It would greatly detract from its effectiveness if this workshop were to be interrupted by the day-to-day demands of an attendee's job, as is so often the case with in-service training. It is possible that all or part of a weekend might be devoted to this workshop. If this could be done, it is perhaps more likely that a remote, isolated training setting could be used. It would also be useful if the workshop attendees live together for the three day period, to allow for the enrichment that takes place in informal exchanges among attendees and staff.

The kind of concentration needed in this workshop is reflected in the suggested schedule for lunch and breaks. Only one hour is allowed for lunch; ideally it would be pre-arranged and would be taken in a single location by the entire group. Other break periods are to be accommodated within the schedule as might be convenient or natural to a particular session.

### C. Local Material

Several units can be enriched by the inclusion of local material. Specifically, these are units that might benefit from the inclusion of examples or illustrations taken from local departments or jurisdictions that would be well known to the attendees. It is not suggested that local materials be included for evaluation against the content of this workshop, but rather they be included if they conveniently and comfortably fit as illustrations of the topic being discussed. For example, it would be valuable to include a statement of policy from a local department in that discussion unit. However, the workshop leader must be certain that the local policy is in good reputation and can be accepted as an illustration without serious questions directed at the detail of the material.

It is intended that much of the relationship between the workshop content and local policies and practices will evolve in the discussion sections that are included in virtually every unit. The formal inclusion of local examples is not intended to bypass this kind of discussion. Local material wisely chosen by the workshop leader for illustration can increase the training effectiveness of the workshop and enhance its credibility.

## APPENDIX A.

### Possible Workshop Extension

Alcohol-related enforcement is a major concern for traffic operations in any jurisdiction. The priority assigned to this enforcement may vary among jurisdictions and it may also vary within a jurisdiction from time to time. However, the very high incidence of drinking drivers and their unusually high involvement in fatal accidents make alcohol-related enforcement a continuing and substantial concern for all command and supervisory personnel. It has been shown, by the research that led to the development of this workshop, that enforcement is affected by the patrolman's attitude and his perception of factors related to the local environment or to a specific incident. There has evolved from the research a series of recommendations that relate to almost all aspects of command and supervisory responsibilities, and it is these recommendations that are the substance of the workshop.

There is, then, a kind of anomaly in that a three day workshop is devoted to a problem of substantial significance that has some impact on a very wide range of command and supervisory responsibilities. Obviously, the workshop cannot completely or finally deal with all of the ramifications. The reader may recall, in fact, that in several places earlier in this Planning Guide it was indicated that if the specific objectives for each part of the workshop are to be met fully, it must lead to more extensive, and in some cases continuing, training. To help structure this further training, the workshop can be integrated into a more extensive program and used to introduce perhaps several more specialized training sessions extending over a period of time.

Some states or other large jurisdictions will have in-service training programs concerned with command and supervision, and may have specialized programs dealing with alcohol-related enforcement. Many educational institutions, in particular community colleges, have similar programs within the general area of law enforcement training. Within either an in-service program or a community college program, this workshop can be used as a focal point for command and supervisory responsibilities in alcohol-related enforcement. It can, thus, be related to a program devoted to command and supervisory responsibilities or a program devoted to alcohol. In whatever context the workshop is offered, it should be presented in total as described and scheduled in this guide. Following the workshop, the natural extension would be to offer specialized training in each of the four command and supervisory areas, i. e., policy, operations, training and communication. Depending on local conditions, particularly the potential number of trainees, these four areas could be further

subdivided into separate, specialized units for command and for supervision. The specialization might also be designed to respond to any special local needs that have been identified. For example, in a jurisdiction where training in alcohol-related enforcement has been minimal, it would be appropriate to emphasize the part of this workshop devoted to training.

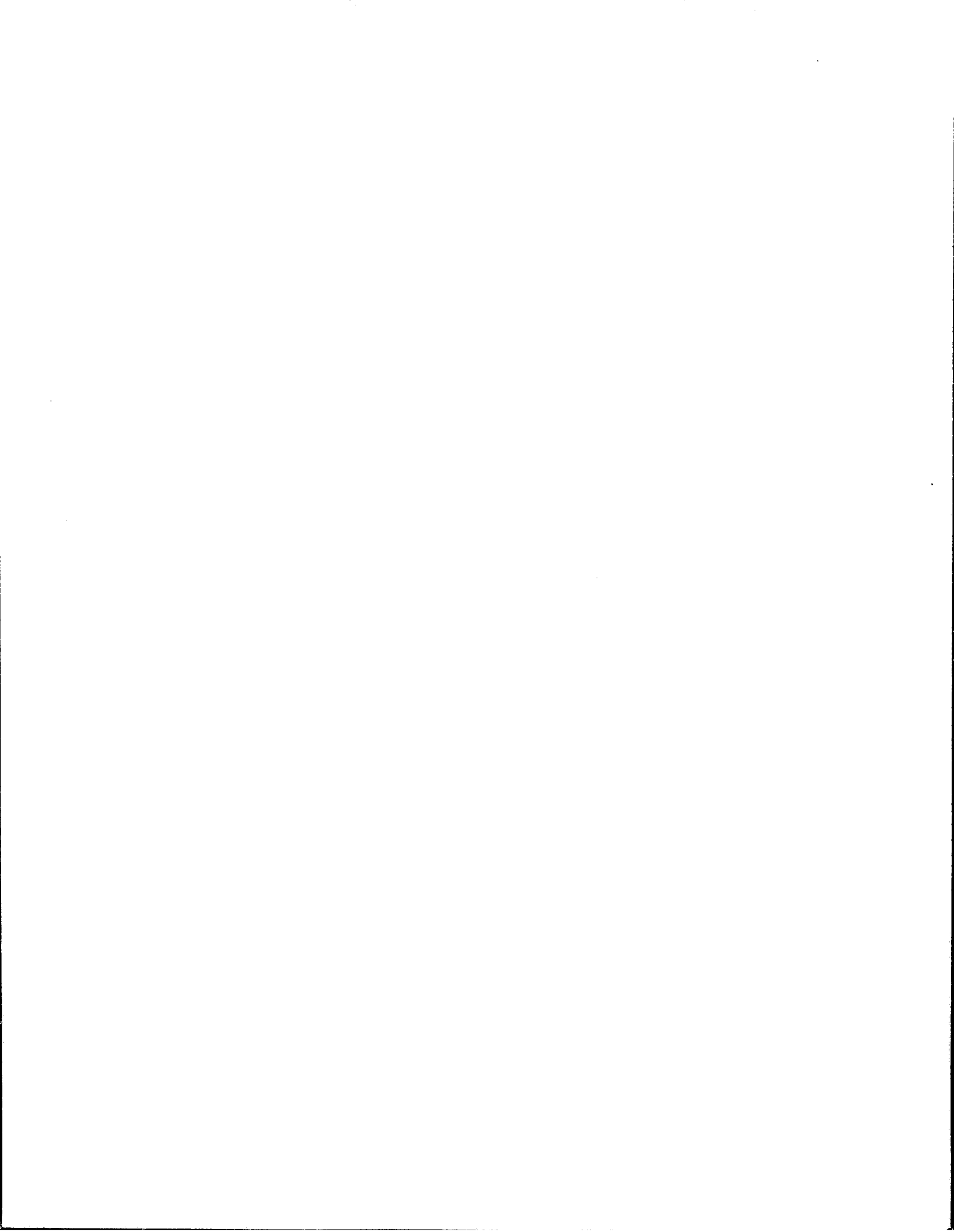
It is beyond the scope of this Planning Guide to provide detailed plans for the extension of the workshop. However, there are four ways that seem particularly well suited for extending this workshop. These four possibilities will be mentioned briefly, simply as possible directions for the training administrator to explore if the concept of extending the workshop is to be considered.

1. Perhaps the simplest and most direct way of extending the workshop is to use it as an introduction to already offered training units. If, for example, the training facility already offers courses in the design and implementation of traffic enforcement programs, then it would be natural to mention these further courses in connection with the units of the workshop that are devoted to operations. In this way, it would be conceivable to produce a "network" of training, proceeding from the four major areas of the workshop into presently available training courses.
2. The problem-solving case study that is an important part of the workshop might be extended so that over a period of time the workshop attendees would, at intervals, perhaps monthly, assemble to present and discuss more detailed development of the case study. In this kind of implementation, it is seen that the attendees would be required to do quite a bit of self-training in the form of assignments to develop case-study solutions and assignments for outside reading.
3. The workshop could be extended into several other workshops that in duration and depth of coverage would be not unlike this workshop but would be more specialized in content. This approach suggests the use of existing workshops or the development of specialized training packages for the new series.
4. In an approach that is quite similar to the one described just above, it would be possible to extend this workshop into units of more intensive training that would be conducted by specialists in each of the four major areas or within specialized subdivisions of these areas. The difference between this approach and the one described just above is, of course,



in the training strategy. The former approach is based on a high degree of student involvement and participation and requires more detailed planning preparation. The use of specialists is easier to manage but would most likely involve lecture presentations which have a potential for being less satisfying to the trainee and, perhaps, less effective than an approach that directly involves the trainee.

The extension of this workshop into more detailed and extensive training is highly desirable and should be considered by all training administrators. The suggestions that are made above should be considered only as a starting point for a program of extension, and the administrator is urged to review his own needs and resources and to develop a program of extension responsive to these.



## APPENDIX B.

### Special Material for the Controlled Drinking Demonstration

#### 1. Reaction Time Devices

A device to measure reaction time to visual signals has been suggested as a performance test for the demonstration. If such a device is not available locally, the following sources can be contacted. They are presented only as examples of possible suppliers. Their listing in this guide is not an endorsement. A simple reaction time device and clock will probably not cost more than \$200.

Lafayette Instrument Company, Inc.  
North 9th St. Road & Sagamore Pkwy.  
Lafayette, Indiana 47902

Grason-Stadler Company, Inc.  
56 Winthrop Street  
Concord, Massachusetts 01742

Harvard Apparatus Co., Inc.  
150 Dover Road  
Millis, Massachusetts 02054

Stoelting Company  
1350 South Kostner Avenue  
Chicago, Illinois 60623

#### 2. Films on Alcohol-related Enforcement

It is suggested that if no demonstration is held, a film be shown and discussed in place of the unit scheduled for review of the demonstration. For the training administrator who has access to the NHTSA training package, DWI Law Enforcement Training (developed by Michigan State University), films or videotapes can be selected from among those included in that course. These include film-clips on clues to DWI, simulated detection and investigation and courtroom procedures. The administrator and the workshop leader can select appropriate segments. It should be remembered that the emphasis of this workshop is on the factors affecting a patrolman's arrest decision.

If there are no local sources, the following can be contacted. Their listing here and the mention of sample films do not constitute an

endorsement. The sources and films are intended only to be illustrative. The administrator should select carefully, looking for films that are reasonably current and that relate to the objective of the workshop and, if possible, to the needs of the local community.

Highway Safety Foundation  
P. O. Box 1563  
Mansfield, Ohio 44907

Go Sober and Safe: This film is directed to anyone who drinks and drives. It is a factual film on alcohol, showing its effect on the human body and its effect on the operator of a motor vehicle.

Audio-Visual Education Center  
Frieze Building  
University of Michigan  
Ann Arbor, Michigan

Drunk Driving: Circumstances which lead to tragic accident, loss of life and a ruined career. Stresses "don't drink if you drive."

State of Wisconsin  
Division of Motor Vehicles  
Hill Farms State Office Building  
4802 Sheboygan Avenue  
Madison, Wisconsin 53702

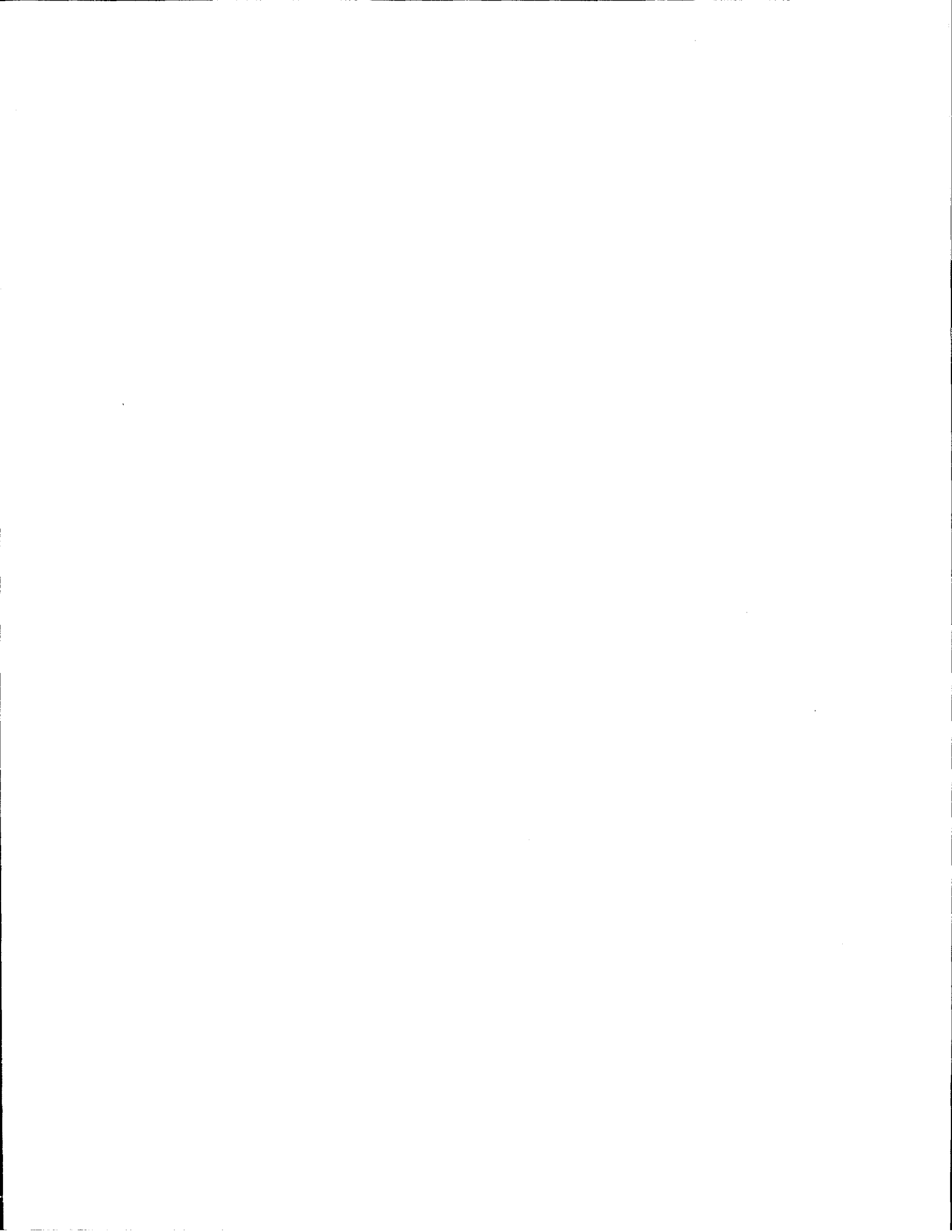
Point Zero Eight: Eight well-known racing drivers at Harewood Acres, Ontario, Canada, are scored on "dry runs," then again after drinking. The alcohol level was measured before and after the "wet" runs using the Breathalyzer.

CRASH Project  
P. O. Box 535  
Waterbury, Vermont 05676

Five Drinking Drivers: Five volunteer, nonprofessional drivers practice on a controlled driving range to demonstrate base-line performance and then drive after drinking. Their performance is filmed and scored at about 0.05 and 0.10 BAC.

Beyond Human Limits is a shorter version of the above film.

CRASH is a dramatized enactment of the Vermont ASAP referral program. While it is specific to the Vermont plan, it has much general interest, since it emphasizes the attitudes of each of the participants in the referral process.



**END**