

FIELD TRAINING OFFICER COURSE
BLOCK 9
REMEDIAL
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
INTRODUCTION Remedial training is defined as: A correction or review of previously taught information or procedures (does not include academy training) FTOs must remember that: 1) a mistake or performance deficiency must be corrected, and 2) that correction should come as soon as practical after the behavior without interfering with the department's service responsibility. Problems that do not seem to go away or are repeated call for remedial training A. IDENTIFY PRINCIPLES OF REMEDIAL TRAINING PLANS, TO INCLUDE: 1. <u>S</u>pecific a. Specifically identify and describe the deficiency 2. <u>M</u>easurable a. Should clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources 3. <u>A</u>ttainable a. The trainee should have ample time to reach the required goals 4. <u>R</u>ealistic a. Relative to the deficiency and time frame 5. <u>T</u>rackable a. Able to be assessed and documented B. DESCRIBE THE ROLES AND EXPECTATIONS OF THE TRAINEE, THE FTO, AND THE FTP SAC IN REMEDIAL TRAINING 1. Trainee a. Assist in diagnosis of problem b. Recognize and acknowledge deficiency exists c. Accept feedback	

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d. Give input to remediation plan 2. FTO a. Diagnose problem b. Remember how adults learn best 1) Use a variety of teaching techniques c. Provide feedback and document trainee's performance d. Be aware of, and use all available resources e. Be creative f. Maintain safety g. Successfully complete remediation plan 3. FTP SAC a. Keep agency administration informed b. Maintain records c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP (i.e., immaturity; life experience; fear, etc.)	
C. SUMMARIZE COMPONENTS OF STRUCTURED REMEDIAL TRAINING PLANS 1. Specified performance deficiencies 2. Training Assignments 3. Documented completion or extension D. DETERMINE THE CAUSE OF THE TRAINEE'S FAILURE TO LEARN, (I.E. FTO TRAINING METHODS, TRAINEE LEARNING STYLE(S), LACK OF EFFORT, PROGRAM DEFICIENCIES, ETC.) 1. Identifying what has been tried and determined to be ineffective 2. Evaluate trainee's learning method a. Learning styles can fluctuate 3. Deficiencies in the program/FTOs	<i>Remedial Training Plans</i>

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E. IDENTIFY AND APPLY A VARIETY OF REMEDIATION METHODS AND RESOURCES, WHICH MAY INCLUDE: 1. Role-plays or scenarios 2. Volunteering for calls-for-service that provide additional training in deficient areas 3. Reading, writing, and/or study assignments 4. Videos and/or audio tapes 5. Learning Activity Packages (LAPs) 6. Other outside college or POST courses F. EXPLAIN THE NEED TO EVALUATE AND DOCUMENT REMEDIAL TRAINING, TO INCLUDE: 1. Provides feedback on trainee progress (or lack of) 2. May be supporting, critical factor in the event of a recommendation for termination G. RECOGNIZE THE NEED FOR PROPER EVALUATION AND DOCUMENTATION TO SUPPORT TRAINEE TERMINATION, TO INCLUDE: 1. Identifies training that was provided 2. Supports decisions to terminate 3. Prevents/minimizes claims by trainee H. CASE STUDY EXERCISE The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction	<i>HO-Instructional Methods</i>