

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Field Training Officer Program Refresher</p> <p>LESSON TITLE: Trainee Remediation</p>		
<p>New or Revised Course <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>Prepared By: Police Officer Tarsha Taru Date: 11/01/2021</p> <p>Academic Director Approval: Date:</p>		
<p>PARAMETERS</p>	<p>Lesson hours: 1 hour</p> <p>Class size:</p> <p>Space needs:</p>	<p><input type="checkbox"/> Entry-level</p> <p><input checked="" type="checkbox"/> Continuing Education</p> <p><input type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>Attendees should have served as a certified FTO for at least one year prior to attending this course.</p>		
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>This lesson is intended to provide an overview of the department’s field training program as it relates to remediation for trainees in field training.</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> Given a mind-mapping exercise, students will define the term remediation to the satisfaction of the facilitator. Through facilitated discussion and a group activity identify examples and resources for each step in the remediation process per the FTO Program guidelines. 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> Mind-Mapping Exercise Facilitated Discussion & Group Activity 	

<p>3. Through facilitated discussion, students will identify the importance of remedial training in the field training process to the satisfaction of the facilitator.</p> <p>4. Given a scenario, students will write a remediation plan and provide remediation feedback to the satisfaction of the facilitator.</p>	<p>3. Facilitated Discussion</p> <p>4. Scenario</p>
<p align="center">MPCTC OBJECTIVES (if applicable) <i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>	
<p align="center">INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • <i>Trainee Remediation</i> Lesson Plan • <i>Trainee Remediation</i> PowerPoint • <i>Appendix B – Answer Key</i> for scenarios 	
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> • Projector • Computer • Chart paper • Markers 	
<p align="center">STUDENT HANDOUTS</p> <ul style="list-style-type: none"> • Remedial Form/Sample • Appendix A – Scenarios (1, 2, & 3) 	
<p align="center">METHODS/TECHNIQUES</p> <p>Facilitated discussion, mind-mapping, group activity, scenarios</p>	
<p align="center">REFERENCES</p> <p><i>20121FTO Lesson - Remediation</i> <i>Sample Remedial Training Form</i></p>	

GENERAL COMMENTS

The instructor for this course should be a certified FTO. In addition, the instructor should have extensive knowledge and understanding of the FTO Program, as well as the evaluation and remediation process.

Lesson Plan Checklist (Part 1)



Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.			X
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?			X
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer Tarsha Taru	Date: 11/1/2021		
Curriculum Specialist: Dawn Peake Danalee Potter	Date: 11/23/2021 12/20/2021 3/23/2022		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Field Training Officer Program Refresher

LESSON TITLE: Trainee Remediation

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1</p> <p>SAY: Today we will discuss remediation, defining what it is, the process, and the required documentation necessary. A lot of the information as it relates to remedial training was provided to you when you first attended FTO school. This course is intended to build on your knowledge as it relates to remedial training. Let's get started.</p>	<p>Time 10 minutes</p> <p>Slide 1</p>  <p>Trainee Remediation</p> <p>Baltimore City Police Department</p>
<p>Slide 2 Mind-Mapping</p> <p>SAY: Please get into groups of 3-4 officers. On a piece of chart paper please come up with a definition for Remedial Training as it relates to the FTO program.</p> <p>You will have 3-4 minutes. Please be prepared to discuss your answers with the class.</p> <p>SAY: Let's share out. We'll have each group share what they discussed.</p>	<p>Slide 2</p> <p><i>The instructor should distribute chart paper and markers to groups.</i></p>  <p><i>The instructor should have each group share their mind-maps with the class.</i></p> <p><i>Allow about 30 seconds for each group to share with the class.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none">• Additional training to correct deficiencies

II. INSTRUCTIONAL INPUT (CONTENT)

PERFORMANCE OBJECTIVES

Slide 3

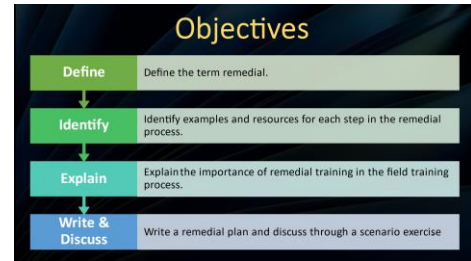
SAY: Before I reveal the definition that let's take a look at the performance objectives associated with this course.

You will be able to...

- Define the term remedial.
- Identify examples and resources for each step in the remedial process
- Write a remedial plan to and discuss through a scenario exercise.
- Identify the importance of remedial training in the field training process.

Time: 20 minutes

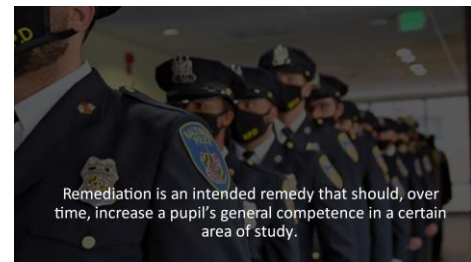
Slide 3



Slide 4

SAY: The definition for remediation is an intended remedy that should, over time, increase a pupil's general competence in a certain area of study.

Slide 4



Slide 5 Group Activity

SAY: Now, let's discuss steps in remediation.

The process for remediation should be as follows:

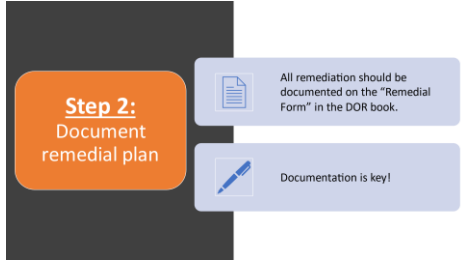
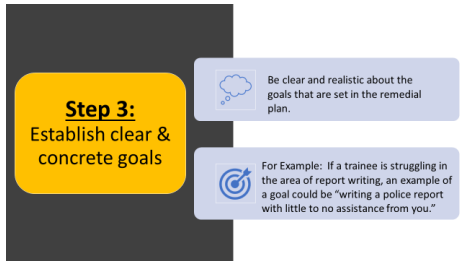
- Identify the area that requires remediation
- Document remedial plan
- Establish clear and concrete goals
- Discuss the plan
- Re-evaluate
- Record progress

These steps should look very familiar to you because generally this is something that you do daily with your trainees with the exception of completing a remediation training plan.

Slide 5



<p>GROUP ACTIVITY: Each group will be assigned one of the six steps. In your groups, discuss an example/resource for the step assigned to your group</p> <p>You will have approximately 3 minutes. Be prepared to share with the class.</p> <p>SAY: Okay, let's start with the first step.</p>	<p><i>The instructor should divide the class into 6 groups to represent the 6 steps on the slide.</i></p> <p><i>The instructor should assign each group one of the steps listed on Slide 5.</i></p> <p><i>Provide students with about 2-3 minutes to discuss.</i></p> <p><i>While the groups are discussing, the instructor should walk around the room making observations, addressing any misconceptions, and answer questions as they arise.</i></p> <p><i>The instructor should have each group share an example/resource they discussed in their group for each of Slides 6-11.</i></p>
<p>Slide 6</p> <p>SAY: Step 1 is to identify the area that requires remediation.</p> <p>ASK: Group 1, what example/resource did your group discuss?</p>	<p>Slide 6</p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Pinpoint which DOR's trainee received unsatisfactory ratings • What incident triggered those ratings • FTO's should reference previous performance of the trainee. • <i>FTO's may also share previous experiences with trainees.</i>

<p>EXPLAIN: The FTO should be referencing the DORs to refer to the areas listed that the trainees performed less than satisfactorily. (<i>Ratings below three consistently on 3, 4, or more DORs in a phase need to be addressed.</i>)</p>	<p><i>The instructor should click to reveal.</i></p>
<p>Slide 7 SAY: Step 2 is to document the remedial training plan.</p> <p>ASK: Group 2, what example/resource did your group discuss?</p> <p>EXPLAIN: All remediation should be documented on the Remedial Training Plan form in the DOR book. Documentation is key!</p>	<p>Slide 7</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Reference Remedial Training Plan form in DOR book • Reference policy as needed • <i>FTO's may also share previous experiences with trainees.</i> <p><i>The instructor should click to reveal.</i></p>
<p>Slide 8 SAY: Step 3 is to establish clear and concrete goals.</p> <p>ASK: Group 3, what example/resource did your group discuss?</p>	<p>Slide 8</p>  <p>Possible Responses:</p> <ul style="list-style-type: none"> • If a trainee is struggling in the area of report writing, an example of a goal could be “writing an accurate police report with little to no assistance from the FTO.” • <i>FTO's may also share previous experiences with trainees.</i>

EXPLAIN: Be clear and realistic about the goals that are set in the remedial training plan. For Example: If a trainee is struggling in the area of report writing, an example of a goal could be “writing an accurate police report with little to no assistance from the FTO.” Such as accurate depiction of the circumstances surrounding the stop or call for service, and doesn't use any template or file in the blanks type of language and contains fewer than 5 spelling errors. Which is commonly referred to as boiler plate language.

The instructor should click to reveal.

Slide 9

SAY: Step 4 is to discuss the plan.

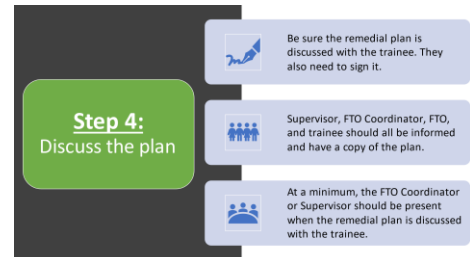
ASK: Group 4, what example/resource did your group discuss?

EXPLAIN: Be sure that the remedial training plan is discussed with the trainee. They also need to sign for it.

Supervisor, FTO Coordinator, FTO, and Trainee should all be informed and have a copy of the plan.

At a minimum, the FTO Coordinator or Supervisor should be present when the remedial training plan is discussed with the Trainee.

Slide 9



Desired Responses:

- In presence of FTO Coordinator, Supervisor, and trainee.
- Trainee should be clear on what the plan is and what the goals are.
- Allow trainee to ask questions.
- *FTO's may also share previous experiences with trainees.*

The instructor should click to reveal.

Slide 10

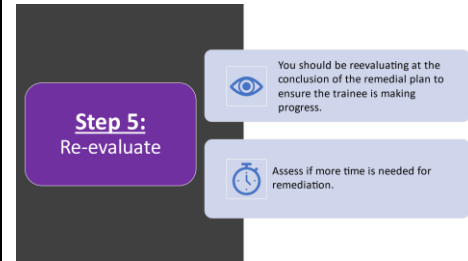
SAY: Step 5 is to re-evaluate.

ASK: Group 5, what example/resource did your group discuss?

EXPLAIN: You should be reevaluating at the conclusion of the remedial training plan to ensure the trainee is making progress.

Assess if more time is needed for remediation.

Slide 10



Desired Responses:

- Reference DOR trainee completed during Remedial Plan and re-cap improvements they have made
- Re-assess whether or not plan has been satisfied. Can they move forward in the Field Training Program?
- *FTO's may also share previous experiences with trainees.*

The instructor should click to reveal.

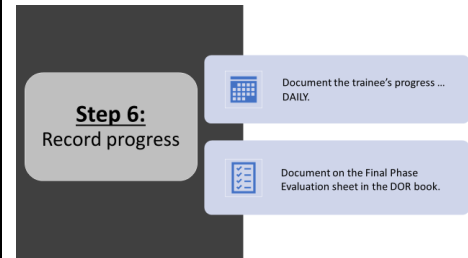
Slide 11

SAY: And lastly, step 6 is to record progress.

ASK: Group 6, what example/resource did your group discuss?

EXPLAIN: Document the trainee's progress daily on and the End of Phase Evaluation Summary in the DOR book.

Slide 11



Desired Responses:

- Recording progress on DOR
- Administrative Report, if necessary
- Remedial Plan

The instructor should click to reveal.

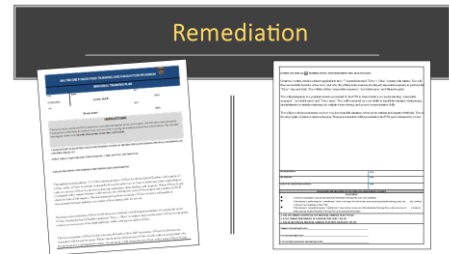
Slide 12

SAY: Let's take a look at this sample remedial training plan.

Pay attention to how this plan bullets deficiencies and makes recommendations for how to improve. Those deficiencies are mentioned in the Remedial Plan with the understanding that Remedial Plans require follow-up and re-assessment of trainee progress. Through re-assessment, the FTO can recommend additional time to improve or can progress as anticipated to the next Phase. With each recommendation, a time frame should be noted of expected completion. For example, you might suggest reviewing Report Writing Policy and sample reports within 5 working days. Once the time expires, the FTO should be meeting with the trainee, Supervisor, and Coordinator to discuss progress, recommend possible separation, or recommend proceeding to next phase.

This blank form is what is needed for the next activity.

Slide 12



The instructor should distribute the blank copies of the Remedial Training Plan to students.

Slide 13 SCENARIO

SAY: You're going to take a look at a scenario. For this activity, you will need to get into groups of 4-5.

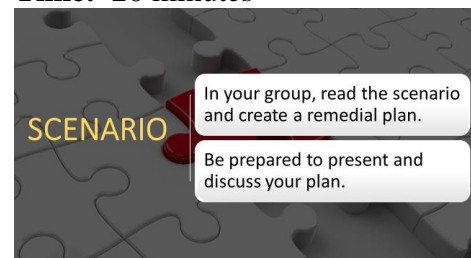
In your group, read the scenario and create a remedial training plan.

Be prepared to present and discuss your plan.

You will now have 10 minutes to discuss the scenario and create a remedial plan.

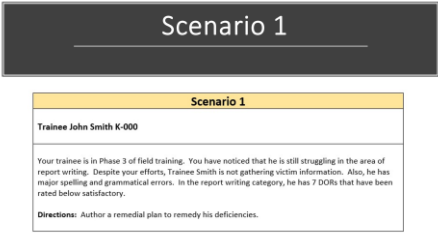
Slide 13


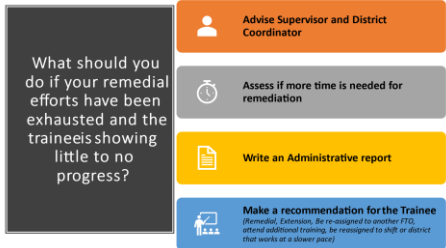
Time: 20 minutes





Students should get into groups of 4-5. The instructor should assist with the groupings, as needed.

The instructor should distribute Scenario 1 to one group, Scenario 2 to one group, and Scenario 3 to another group. If there is a fourth group, the instructor should distribute Scenario 1 to that group.

<p>SAY: Let's share our remedial plans. Those who are not presenting listen for resources being used in the remediation process.</p>	<p><i>The instructor should provide approximately 10 minutes for students to discuss the scenario and create a remedial training plan.</i></p> <p><i>While students are developing their remedial training plans for the scenario, the instructor should circulate around the room to address questions and/or any misconceptions.</i></p> <p><i>The instructor should display each scenario on the PowerPoint slide as each group presents (Slides 14-16). For example: When the first group presents, Scenario 1 (Slide 14) should be displayed for the class.</i></p> <p><i>Each group should be provided approximately 1-2 minutes to share for Slides 14-16.</i></p>
<p>Slide 14 SAY: Let's start with the first group, Scenario 1.</p> <p>ASK: Does the remedial training plan cover steps 1-3 as we previously discussed?</p>	<p>Slide 14</p> <div data-bbox="987 1119 1422 1350">  </div> <p><i>The group who created a remedial training plan for Scenario 1 should read the scenario and then share their plan. To speed up the process, the instructor may want to read the scenario aloud.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> • See Answer Key in Appendix B <p>Desired Response:</p> <ul style="list-style-type: none"> • Yes.

<p>ASK: Does the remedial training plan cover steps 1-3 as we previously discussed?</p> <p>EXPLAIN: Remember, the first 3 steps are as follows...</p> <p>STEP 1: Identify the area that requires remediation</p> <p>STEP 2: Document remedial plan</p> <p>STEP 3: Establish clear and concrete goals.</p>	<p><i>The group who created a remedial training plan for Scenario 3 should read the scenario and then share their plan. To speed up the process, the instructor may want to read the scenario aloud.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> • See Answer Key in Appendix B <p>Desired Response:</p> <ul style="list-style-type: none"> • Yes <p><i>If needed, the instructor should refresh students on the first 3 steps – Identify the area that requires remediation, document remedial plan, establish clear and concrete goals.</i></p>
<p>Slide 17</p> <p>SAY: These are some of the resources that some of you may have mentioned when you shared your remedial training plans.</p> <ul style="list-style-type: none"> • Policy • Digest of criminal laws • Scenario based Training • Report Writing Manual • Secondary FTO • District Coordinator • Training Academy 	<p>Slide 17</p>  <p><i>The instructor should place emphasis on resources not mentioned in the scenario activity.</i></p>
<p>Slide 18</p> <p>SAY: Now, let's discuss what happens when a trainee is not progressing, despite your remediation efforts.</p>	<p>Slide 18</p>  <p>What should you do if your remedial efforts have been exhausted and the trainee is showing little to no progress?</p> <ul style="list-style-type: none"> Advise Supervisor and District Coordinator Assess if more time is needed for remediation Write an Administrative report Make a recommendation for the Trainee <small>(Remedial, Extension, Be re-assigned to another FTO, attend additional training, be reassigned to shift or district that works at a slower pace)</small>

<p>ASK: What should you do if your efforts have been exhausted and the trainee is showing little to no progress?</p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • Advise Supervisor and District Coordinator • Assess if more time is needed for remediation • Write an administrative report • Make a recommendation for the trainee for further remediation, extension, to be reassigned to shift or district that works at a slower pace <p><i>The instructor should click to reveal the desired responses on the slide and emphasize what was not mentioned from students.</i></p>
<p>III. REVIEW/EVALUATION/CLOSURE</p> <p>Slide 19 SAY: Please remember... remediation is not going to fix everything.</p> <p>However, we must make efforts to provide additional assistance when trainees are showing deficiencies in areas of training.</p>	<p>Time: 2 minutes</p> <p>Slide 19</p>  <p>The slide features a dark background with a small green plant growing from a crack in the pavement. The text is white and yellow.</p>
<p>Slide 20 ASK: What questions do you have for me?</p>	<p>Slide 20</p>  <p>The slide has a dark background with a large, 3D white question mark. The text is white and yellow.</p> <p><i>The instructor should answer as many questions as time allows.</i></p>

APPENDIX A

Scenario 1

Trainee John Smith K-000

Your trainee is in Phase 3 of field training. You have noticed that he is still struggling in the area of report writing. Despite your efforts, Trainee Smith is not gathering victim information. Also, he has major spelling and grammatical errors. In the report writing category, he has 7 DORs that have been rated below satisfactory.

Directions: Author a remedial plan to remedy his deficiencies.

Scenario 2

Trainee Ashley Redstone L-000

Your trainee is in Phase 4 of field training. She has been working the same sector and post with you every day. However, she is still having trouble finding her way around the post without your assistance and is constantly forgetting to clear intersections while driving code one. Trainee Redstone has been rated below satisfactory on 5 DORs in Phase 4.

Directions: Author a remedial plan to remedy her deficiencies.

Scenario 3

Trainee Charles Brown J-000

Your trainee is in Phase 3 of field training. He has handled, with your assistance, several domestic related calls and still cannot properly handle a domestic assault. Trainee Brown neglects to give the victim the proper resources. He offers assistance to the victim for filling out a protective order. Trainee Brown did not understand why you were making a domestic related arrest for an assault that did not happen in your presence. On 6 DORs, during this phase, Trainee Brown has received below satisfactory ratings in various categories such as law, policy, investigating, and victim interviewing.

Directions: Author a remedial plan to remedy his deficiencies.

APPENDIX B – Answer Key

Scenario 1

Trainee John Smith K-000

Your trainee is in Phase 3 of field training. You have noticed that he is still struggling in the area of report writing. Despite your efforts, Trainee Smith is not gathering victim information. Also, he has major spelling and grammatical errors. In the report writing category, he has 7 DORs that have been rated below satisfactory.

Directions: Author a remedial plan to remedy his deficiencies.

Desired Response:

Complete a remedial plan.

Site specific incidents of the trainee's unsatisfactory reports, admin reports, DOR's, phase evaluation summary

Site resources , Report writing manual, grammar application , dictionary , spell check applications, policy (incident reporting)

Include clear goals such as fewer than five spelling mistakes and very minimal grammatical errors.

Specify time frame the trainees have to make improvements.

Scenario 2

Trainee Ashley Redstone L-000

Your trainee is in Phase 4 of field training. She has been working the same sector and post with you every day. However, she is still having trouble finding her way around the post without your assistance and is constantly forgetting to clear intersections while driving code one. Trainee Redstone has been rated below satisfactory on 5 DORs in Phase 4.

Directions: Author a remedial plan to remedy her deficiencies.

Desired Response:

Complete a remedial plan.

Site specific incidents of trainees inability of getting around and making the correlation of how the trainee lack of direction contributed to unsatisfactory performance

Site DOR's, Admin reports, phase evaluations

Provide resources that would assist the trainee with learning their way around such as post map, GPS, landmarks and referencing policy in reference to code 1 (emergency) response. Include clear goal. Some examples of those goals are using landmarks, Communications dispatcher, google maps, and other resources to guide them in finding locations. The FTO should offer little to no assistance to the trainee
Specify the time frame for making improvements.

Scenario 3

Trainee Charles Brown J-000

Your trainee is in Phase 3 of field training. He has handled, with your assistance, several domestic related calls and still cannot properly handle a domestic assault. Trainee Brown neglects to give the victim the proper resources. He offers assistance to the victim for filling out a protective order. Trainee Brown did not understand why you were making a domestic related arrest for an assault that did not happen in your presence. On 6 DORs, during this phase, Trainee Brown has received below satisfactory ratings in various categories such as law, policy, investigating, and victim interviewing.

Directions: Author a remedial plan to remedy his deficiencies.

Desired Response:

Complete a remedial plan

Site specific incidents leading up to the remedial training. Include administrative reports, DOR's and phase evaluations

Provide clear goals that you would like to see during remedial

Some examples clear goals are handling a domestic violence with very minimal assistance from the FTO. Trainee should know and understand the resources that should be provided to a victim of domestic violence.

Resources Domestic violence policy, Law, and all domestic reporting documents

Clearly state time frame for improvements.

Some examples of goals for this trainee should include but not be limited to using the DIR (domestic incident report) to thoroughly explain the resources to the victim, using good interviewing