

FDLE 809 – FIELD TRAINING OFFICER (FTO) COURSE FOR LAW ENFORCEMENT OFFICERS PROGRAM PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which column indicates discussion or lecture method of instruction was used to teach the task?**
 - A. Trained Trainee Column
 - B. FTO Performed Column
 - C. Verbal FTO Column
 - D. End of Probation
- 2. Which assessment allows the trainee to demonstrate competency in solo duties such as calls for service and arrests?**
 - A. Scenario Tests
 - B. Mid-Term
 - C. Standardized Knowledge Tests
 - D. Field Performance Tests
- 3. Which term describes communicating in a way that shows the trainee is understood and is more open to guidance?**
 - A. Confidentiality
 - B. Ethics
 - C. Empathizing
 - D. Documenting results
- 4. Failing to anticipate problems in the field, minimize discretion at the operational level, and generate directives which guide trainee behavior is known as which deficiency?**
 - A. Failure to direct
 - B. Vicarious Liability
 - C. Lecture
 - D. Demonstration
- 5. Which examination uses the first half of the materials listed in the Officer Training Guide/Checklist as the source for questions?**
 - A. Mid-Term
 - B. Final
 - C. End of Probation
 - D. Orientation

- 6. In a trainee program, a failure to monitor progress and provide feedback would be categorized as which deficiency?**
- A. Failure to Direct
 - B. Lecture
 - C. Vicarious Liability
 - D. Inadequate/Insufficient Supervision
- 7. Quizzing is part of the regular evaluation strategy and can be oral or written. Which statement is true about quizzes?**
- A. They are never used in field training
 - B. They require formal grading only
 - C. They must be multiple-choice
 - D. They can be oral or written and assist learning
- 8. When a discrepancy is found between a trainee's self-assessment and observed performance, what is the appropriate course of action?**
- A. Re-observe as needed and maintain current coaching plan.
 - B. Ignore the discrepancy if self-assessment seems high.
 - C. Discuss observed gaps, re-observe as needed, align expectations, and adjust the coaching plan to close the gap.
 - D. Schedule a formal performance review only at graduation.
- 9. Mental health crisis training emphasizes which actions?**
- A. Recognize signs of distress, use de-escalation, engage appropriately, and coordinate with mental health resources and crisis teams.
 - B. Use force first to gain control.
 - C. Detain and isolate without resources.
 - D. Ignore mental health resources.
- 10. Which rating scale is used with SEG to ensure reliability?**
- A. Seven-point rating scale
 - B. Five-point rating scale
 - C. Ten-point rating scale
 - D. Four-point rating scale

Answers

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1. C
2. D
3. C
4. A
5. A
6. D
7. D
8. C
9. A
10. A

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Explanations

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1. Which column indicates discussion or lecture method of instruction was used to teach the task?

- A. Trained Trainee Column
- B. FTO Performed Column
- C. Verbal FTO Column**
- D. End of Probation

In FTO documentation, columns are used to show how a task was taught. When instruction was delivered through discussion or a lecture, the Verbal FTO Column is used because it specifically denotes verbal, spoken teaching. This signals that the instructor conveyed the information verbally rather than through hands-on demonstration or the trainee performing the task under supervision. The other columns reflect different things: the Trained Trainee Column relates to who has completed training or demonstrated competence, not the method of instruction; the FTO Performed Column indicates the FTO demonstrated or performed the task, which is about the instructor's action rather than the mode of instruction; End of Probation is a status marker, not a method.

2. Which assessment allows the trainee to demonstrate competency in solo duties such as calls for service and arrests?

- A. Scenario Tests
- B. Mid-Term
- C. Standardized Knowledge Tests
- D. Field Performance Tests**

The question is about showing a trainee can perform real, solo field duties in the street—handling calls for service and making arrests without constant guidance. Field Performance Tests are designed to have the trainee execute actual field tasks in conditions that resemble real duty, demonstrating independent decision-making, use of procedures, safety, communication, and proper reporting. This is why they best prove competency for solo duties like responding to calls and making arrests. Scenario Tests can involve realistic situations but are often conducted with supervision or in controlled settings, so they don't always reflect independent field performance. Knowledge-based assessments (Mid-Term and Standardized Knowledge Tests) measure understanding or factual information rather than how someone applies that knowledge in real-time on the street.

3. Which term describes communicating in a way that shows the trainee is understood and is more open to guidance?

- A. Confidentiality
- B. Ethics
- C. Empathizing**
- D. Documenting results

Empathizing focuses on understanding and validating the trainee's perspective, which invites guidance and learning. When you empathize, you actively listen, acknowledge how the trainee feels, and reflect that understanding back to them. This approach builds trust and reduces defensiveness, making the trainee more open to feedback and instruction. For instance, recognizing that a trainee felt pressured by a scene and saying, "I can see why that was stressful; let's walk through what happened and how we can handle a similar situation differently next time," shows you understand their experience and are there to guide them. The other terms refer to different duties: confidentiality is about protecting private information, ethics concerns the standards guiding right and wrong behavior, and documenting results is about recording performance data. None of these inherently communicate understanding or boost receptiveness to guidance.

4. Falling to anticipate problems in the field, minimize discretion at the operational level, and generate directives which guide trainee behavior is known as which deficiency?

- A. Failure to direct**
- B. Vicarious Liability
- C. Lecture
- D. Demonstration

When an FTO does not provide clear direction, the trainee is left without guidance on what to anticipate in the field, how much discretion to exercise, or how to behave in expected situations. This lack of direction creates a gap in training: the trainee cannot develop proper judgment or consistent procedures because there are no defined expectations or guidance to follow. The description—failing to anticipate field problems, restricting operational discretion, and producing directives that steer trainee behavior—fits the deficiency of failing to direct. Vicarious liability involves the supervisor's legal responsibility for a trainee's actions, which is a separate concept from the training deficiency described. Lecture and Demonstration are training methods, not deficiencies.

5. Which examination uses the first half of the materials listed in the Officer Training Guide/Checklist as the source for questions?

- A. Mid-Term**
- B. Final
- C. End of Probation
- D. Orientation

This question is about how the exams are tied to the Officer Training Guide/Checklist. The mid-term is designed to draw its questions from the first portion of the listed materials, so it specifically assesses knowledge from the initial topics covered in the guide. This setup helps ensure students demonstrate understanding of foundational concepts before moving on to later sections. The other options aren't aligned with this structure: orientation typically covers administrative or introductory material, end-of-probation focuses on performance criteria rather than a set of guide-based questions, and the final usually targets topics from the later sections. So the mid-term best fits the idea of using the first half of the guide as the question source.

6. In a trainee program, a failure to monitor progress and provide feedback would be categorized as which deficiency?

- A. Failure to Direct
- B. Lecture
- C. Vicarious Liability
- D. Inadequate/Insufficient Supervision**

Supervision hinges on actively monitoring a trainee's progress and giving timely, specific feedback to guide improvement. When those elements are missing, the supervision is inadequate or insufficient because the trainee isn't being assessed, corrected, or steered toward competency. Without regular progress checks and feedback, you can't properly gauge where the trainee stands or how to adjust training to prevent unsafe or ineffective performance. This isn't just about not giving direct instructions (that would be a failure to direct), nor is it about the delivery method (a lecture) or a liability issue (vicarious liability). The deficiency described here specifically targets the quality and adequacy of oversight and feedback during training.

7. Quizzing is part of the regular evaluation strategy and can be oral or written. Which statement is true about quizzes?

- A. They are never used in field training
- B. They require formal grading only
- C. They must be multiple-choice
- D. They can be oral or written and assist learning**

Quizzes are a flexible tool used in ongoing training to reinforce material and check understanding. They come in oral or written forms, which makes them adaptable to the situation and the learner. Oral quizzes allow immediate feedback and clarification, helping you confirm you truly grasp concepts and identify misunderstandings on the spot. Written quizzes create a record of what you've learned, can cover a wider range of topics, and help you study by giving you a concrete set of questions to review later. The point isn't just to assign a grade; it's to support learning by reinforcing content, guiding study, and revealing areas that need more attention. That's why the statement that they can be oral or written and assist learning is the best choice.

8. When a discrepancy is found between a trainee's self-assessment and observed performance, what is the appropriate course of action?

- A. Re-observe as needed and maintain current coaching plan.
- B. Ignore the discrepancy if self-assessment seems high.
- C. Discuss observed gaps, re-observe as needed, align expectations, and adjust the coaching plan to close the gap.**
- D. Schedule a formal performance review only at graduation.

Discrepancies between a trainee's self-view and what's actually observed call for prompt, collaborative feedback and a clear plan to close the gap. The best approach is to discuss the observed gaps with the trainee, re-observe as needed to confirm the performance issue, align expectations with well-defined standards, and adjust the coaching plan to address the deficiencies. This keeps training objective, supports learning with concrete steps, and helps ensure the trainee reaches the required competency before progressing. Ignoring the discrepancy or delaying action undermines safety and progress.

9. Mental health crisis training emphasizes which actions?

- A. Recognize signs of distress, use de-escalation, engage appropriately, and coordinate with mental health resources and crisis teams.**
- B. Use force first to gain control.
- C. Detain and isolate without resources.
- D. Ignore mental health resources.

Handling a mental health crisis centers on recognizing signs of distress, using de-escalation techniques, engaging the person appropriately, and coordinating with mental health resources and crisis teams. Recognizing distress helps you assess risk and determine the appropriate level of intervention early, which can prevent escalation. De-escalation techniques—such as speaking calmly, using a nonthreatening stance, giving the person space, and listening actively—reduce agitation and create opportunities for safer outcomes. Engaging appropriately means communicating with respect, maintaining dignity, and adapting your approach to the individual's situation, which builds rapport and increases the likelihood of cooperation. Coordinating with mental health resources and crisis teams brings in professionals trained to assess and intervene in crises, ensuring the person receives the right support and strengthening the overall response beyond what law enforcement alone can provide. Options that rely on force first, detaining and isolating without resources, or ignoring available mental health supports do not align with best practices in crisis intervention. They can heighten risk, fail to address underlying needs, and miss chances to connect the person with appropriate care.

10. Which rating scale is used with SEG to ensure reliability?

A. Seven-point rating scale

B. Five-point rating scale

C. Ten-point rating scale

D. Four-point rating scale

Reliability in ratings improves when the scale gives evaluators enough nuance to distinguish different performance levels without becoming unwieldy. A seven-point scale provides more gradations than a four- or five-point scale, allowing raters to express small but meaningful differences while still offering clear anchors and a neutral midpoint. That combination helps different evaluators interpret and apply the SEG consistently, reducing random variation from one rater to another. A four-point scale lacks a true midpoint and can push judgments toward extremes, while a five-point scale offers less discrimination, and a ten-point scale can become too granular without extra calibration. So the seven-point rating scale best supports reliable SEG assessments.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://fdle809fto.examzify.com>

We wish you the very best on your exam journey. You've got this!

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